Agenda of Regular Meeting

The Board of Trustees
Ector County Independent School District

A Regular Meeting of the Board of Trustees of Ector County Independent School District will be held September 15, 2020, beginning at 6:00 PM Administration Building Board Room, 802 N. Sam Houston, Odessa, TX 79761.

ECISD is taking steps to protect against the spread of COVID-19 with staff and in our community. All are required to stop at the front desk, have your temperature taken, and answer screening questions prior to accessing building. Visitors are ***required*** to wear face mask.
The subjects to be discussed or considered are listed below. Items do not have to be taken in the same order as shown on this meeting notice.

1. Call to Order - Roll Call
2. Verification of Compliance with Open Meeting Law - this is to certify that the provisions of Section 551.001 of the Texas Government code have been met in connection with public notice of this meeting.
3. Pledge Allegiance to US and Texas Flags
4. Invocation
5. Opening Remarks by Superintendent
6. Public Comment
7. Action Items
   - A. Discuss and Consider Adoption of a Resolution Directing the Redemption of a Portion of the District's Outstanding Unlimited Tax School Building Bonds, Series 2013; and Enacting Other Provisions Relating to the Subject
   - B. Discuss and Consider Adoption of an Order Authorizing the Issuance of Unlimited Tax Refunding Bonds, Establishing Sale Parameters, Authorization of the Execution of a Bond Purchase Contract and Escrow Agreement; Approving an Official Statement; and Enacting Other Provisions Relating to the Subject
   - C. Discussion of and Request for Approval of Ordinance to Set 2020 Tax Rate for 2020-2021
   - D. Discussion of and Request for Approval of 2020-2021 Budget Amendment #3
   - E. Discussion of and Request for Approval of Purchases over $50,000
   - F. Discussion of and Request for Approval of TASB Local Policy Update 115
   - G. Discussion of and Request for Approval of the 2020-2021 ECISD Campus Improvement Plans
   - H. Discussion and Board Approval of ECISD's Asynchronous Plan, which will be Submitted to the Texas Education Agency for Approval
8. Consent Agenda
   - A. Request for Approval of Minutes
   - B. Request for Approval of Bills for Payment

C. Request for Approval of Agreement Between Ector County Independent School District and the Downtown Lions Club of Odessa
D. Request for Approval of Additional 2020-2021 T-TESS Appraisers
E. Request for Approval of Memorandum of Understanding between ECISD and Education Foundation of Odessa, Inc.
F. Request for Approval of Head Start Vehicle Service Contract between Ector County ISD and Greater Opportunities of the Permian Basin, Inc.
G. Request for Approval of Memorandum of Understanding between Ector County ISD and Greater Opportunities of the Permian Basin (GOPB), Inc. Head Start School Readiness Academy - Parent Power Program
H. Request for Approval of Memorandum of Understanding between Ector County ISD and Greater Opportunities of the Permian Basin (GOPB), Inc. Head Start School Readiness Academy - Children with Disabilities
I. Request for Approval of Memorandum of Understanding between Ector County ISD and Greater Opportunities of the Permian Basin (GOPB), Inc. Head Start School Readiness Academy - Transition
J. Request for Approval of Extracurricular Status 4-H Organization Resolution
K. Request for Approval of Public School District and Open-Enrollment Charter School Agreement 2020-2021 between Ector County ISD and Texas Virtual School Network
L. Request for Approval of Class Size Waiver for Fall Semester (2020-2021 School Year)
M. Request for Approval of 2020-2021 Cooperative Program Agreement and Data Sharing Agreement between ECISD and University of Texas at Austin

9. Report/Discussion Items
   A. Report from the TRE Budget Advisory Committee
10. Possible Request for Approval to Move to Closed Meeting - Personnel Matters - Section 551.074 of the Texas Government Code [Board will deliberate the appointment, employment, evaluation, reassignment, duties, discipline, or dismissal of public officer or employee of the District or hear a complaint or charge against an officer or employee.] (Discussion of Superintendent's Appraisal and Contract)
    A. Possible Action on Superintendent's Contract
11. Information Items
    A. District Safety and Security Audit Report
    B. Financials
    C. Information Report for August 2020
    D. Purchasing Report
    E. Routine Personnel Report
12. Closing Remarks by Superintendent
13. Adjournment

If, during the course of the meeting, discussion of any item on the agenda should be held in a closed meeting, the board will conduct a closed meeting in accordance with the Texas Open Meetings Act, Government Code, Chapter 551, Subchapter D and E or Texas Government Code section 418.183(f). Before any closed meeting is convened, the presiding officer will publicly identify the section or sections of the Act authorizing the closed meeting. All final votes, actions, or decisions will be taken in open meeting. [See BEC(LEGAL)]

The notice for this meeting was posted in compliance with the Texas Open Meeting Act on: Friday, September 11, 2020 by 5:00 p.m.

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For the Board of Trustees

Ector County Independent School District

Action Page

TO: Board of Trustees

FROM: Deborah Ottmers, Chief Financial Officer

SUBJECT: **DISCUSS AND CONSIDER ADOPTION OF A RESOLUTION DIRECTING THE REDEMPTION OF A PORTION OF THE DISTRICT'S OUTSTANDING UNLIMITED TAX SCHOOL BUILDING BONDS, SERIES 2013; AND ENACTING OTHER PROVISIONS RELATING TO THE SUBJECT**

DATE: September 15, 2020

Attached is:

A summary letter of the recommended Pre-Payment of Series 2013 Callable Bonds from the 2020-2021 Debt Service Fund.

A resolution for the redemption of a portion of the Series 2013 Bonds for a potential savings of $3.2 million.

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Administrative Recommendation:

Approval of Pre-payment of callable bonds.

Joshua M. McLaughlin
Managing Director
Phone: (214) 576-0878
Facsimile: (214) 576-0890
jmclaughlin@bokf.com

August 28, 2020

Dr. Scott Muri
Superintendent of Schools
Ector County Independent School District
802 N. Sam Houston Avenue
Odessa, Texas 79761

Ms. Deborah Ottmers
Chief Financial Officer
Ector County Independent School District
802 N. Sam Houston Avenue
Odessa, Texas 79761

Re: Prepayment of Existing Bonds During Fiscal Year 2020/21

Dear Dr. Muri and Ms. Ottmers:

Introduction

As Ector County Independent School District (the "District" or "ECISD") continues to prudently manage its financial and debt position, this letter summarizes the District's ability to prepay $5,235,000 of its existing bonds on February 15, 2021, including the associated savings to be realized by ECISD and its taxpayers.

Prepayment of Bonds – A Debt Management Tool

Like making an extra principal payment on a home mortgage, the benefits of "prepaying" bonds are the District's future interest cost is eliminated on such bonds and ECISD's future bond capacity, for no tax rate increase, correspondingly grows by the dollar amount of bonds prepaid.

Pursuant to State law, Ector County ISD may annually manage its Interest & Sinking Fund ("I&S") tax rate by utilizing current year debt service tax collections and other lawfully available funds to "prepay" existing bonds prior to maturity by either:

- Repaying such bonds on their call date (if the call date is within the current fiscal year); or
- Placing sufficient funds in an escrow account to repay such bonds on their call date (if the call date is in a subsequent fiscal year).

Based upon the assumptions listed within the adjacent table, the District may prepay approximately $5,235,000 of its existing bonds during fiscal year 2020/21 from its proposed I&S tax rate of 12.322 cents. The prepayment of these bonds will result in a reduction of the District's future interest cost by $3,206,437.50 – A direct savings to the District and its taxpayers!

Pro Forma FY 2020/21 Interest & Sinking Fund Budget

Description	Assumption
Projected I&S Tax Collections at 12.322 Cents: (A)	$ 17,665,656
Projected Delinquent I&S Tax Collections:	412,000
State Funding Assistance ("ASAHE")	268,836
Total Revenues	**$ 18,346,492**
Scheduled Bond Payments (Includes Bond Prepayment)	$ 18,334,906
Estimated Expenses	9,800
Total Expenditures	**$ 18,344,706**

(A) Assumes a fiscal year 2020/21 Taxable Assessed Valuation (net of frozen values) of $14,780,081,913 and a tax collection percentage of 97%.

Preliminary Timetable for Prepayment of Existing Bonds

Should Ector County ISD desire to move forward with a prepayment of its existing bonds, the following is a preliminary timetable for such action to occur during fiscal year 2020/21.

Preliminary Timetable – Prepayment on February 15, 2021	
Date	**Action Necessary**
September 15, 2020	Board Meeting – Discuss and consider a Redemption Order authorizing the prepayment of $5,235,000 of its Unlimited Tax School Building Bonds, Series 2013 on February 15, 2021.
On or Prior to January 1, 2021	Ector County ISD sends necessary documentation to The Bank of New York Mellon Trust Company, N.A., as paying agent/registrar for the Series 2013 Bonds, to complete the prepayment.
On or Prior to January 15, 2021	The Bank of New York Mellon Trust Company, N.A. delivers the required notice of prepayment to existing holders of the Series 2013 Bonds.
February 15, 2021	$5,235,000 of ECISD's Series 2013 Bonds are officially prepaid and future interest payments are eliminated on such bonds.

Closing

We hope this information is helpful as you continue to manage Ector County ISD's financial and debt position. Should any questions arise, additional material is preferred or we may be of any assistance, please let us know. Take care, stay safe and we look forward to visiting with you soon!

Sincerely,

Joshua M. McLaughlin
Managing Director

Alison M. Long
Director

A RESOLUTION DIRECTING THE REDEMPTION OF A PORTION OF THE DISTRICT'S OUTSTANDING UNLIMITED TAX SCHOOL BUILDING BONDS, SERIES 2013; AND ENACTING OTHER PROVISIONS RELATING TO THE SUBJECT

WHEREAS, Ector County Independent School District (the "District") has issued, and there are currently outstanding, the District's Unlimited Tax School Building Bonds, Series 2013, consisting of bonds maturing on February 15 in each of the years 2021 through 2036, inclusive, and 2038, in the principal amount of $111,680,000 (the "Bonds"); and

WHEREAS, in the order that authorized the issuance of the Bonds (the "Bond Order"), the District reserved the option to redeem the 2038 maturity of the bonds on and after August 15, 2015, in whole or in part at a price equal to the principal amount of the Bonds so called for redemption plus accrued interest to the redemption date; and

WHEREAS, Section 45.001 of the Texas Education Code authorizes the District to levy, pledge, assess, and collect annual ad valorem taxes sufficient to pay the principal of and interest on the Outstanding Obligations before the principal and interest become due; and

WHEREAS, this Board of Trustees finds and determines that it is necessary and in the best interests of the District to redeem $5,235,000 of outstanding bonds that are scheduled to mature on August 15, 2038 (the "Redeemed Bonds"), with funds available for such purpose; and

WHEREAS, it is officially found, determined and declared that the meeting at which this Resolution has been adopted was open to the public and public notice of the date, hour, place and subject of said meeting, including this Resolution, was given, all as required by the applicable provisions of Tex. Gov't Code Ann. ch. 551. Now, Therefore

BE IT RESOLVED BY THE BOARD OF TRUSTEES OF ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT:

Section 1. Findings.

The declarations, determinations and findings declared, made and found in the preamble to this Resolution are hereby adopted, restated and made a part of the operative provisions hereof.

Section 2. Redemption of Bonds.

The Redeemed Bonds, in the aggregate principal amount of $5,235,000, are hereby called for redemption on February 15, 2021 (the "Redemption Date"), at a redemption price equal to the principal amount thereof plus accrued interest to the date of redemption. Interest on the Redeemed Bonds shall cease to accrue on the Redemption Date. The Redeemed Bonds are further described in Exhibit A hereto. Such principal amount is hereby directed to be irrevocably deposited with the

Paying Agent/Registrar (defined below) on or before February 12, 2021. Lawfully available funds of the District are hereby authorized and appropriated in the amounts necessary for such purpose.

Section 3. Authorization of Actions.

(a) The President of the Board, Superintendent, Chief Financial Officer, or other authorized officer of the District is hereby authorized and directed to issue or cause to be issued the Notice of Redemption of the Redeemed Bonds in the form set forth in Exhibit A attached hereto to the Paying Agent/Registrar for the Redeemed Bonds (which Paying Agent/Registrar is The Bank of New York Mellon Trust Company, N.A.).

(b) In addition, the Paying Agent/Registrar for the Redeemed Bonds is hereby directed to provide the appropriate notice of redemption as specified by the Bond Order and is hereby directed to make appropriate arrangements so that the Redeemed Bonds may be redeemed on their redemption date. The Redeemed Bonds shall be presented for redemption at the Paying Agent/Registrar therefor, and shall not bear interest after the date fixed for redemption.

(c) The Paying Agent/Registrar is further directed to designate at random and by lot which of the Bonds of the August 15, 2038 stated maturity will be redeemed.

(d) The officers and employees of the District are hereby authorized and directed to take such actions and to execute and deliver such documents, orders and receipts, including without limitation material events notices with respect to the Redeemed Bonds, as necessary or appropriate to consummate the transactions authorized by this resolution and to redeem the Redeemed Bonds in accordance with the provisions and requirements of the Bond Order.

(Execution Page Follows)

PASSED, APPROVED AND EFFECTIVE this September 15, 2020.

_____
President, Board of Trustees
Ector County Independent School District

ATTEST:

_____
Secretary, Board of Trustees
Ector County Independent School District

EXHIBIT A
NOTICE OF REDEMPTION

ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT
Unlimited Tax School Building Bonds, Series 2013
CUSIP No. 279263QC4

NOTICE IS HEREBY GIVEN that the Ector County Independent School District (the "District"), in Ector County, Texas, has called for redemption on the date and at the redemption price specified, the below listed outstanding Bonds of the District as follows:

Ector County Independent School District Unlimited Tax School Building Bonds, Series 2013, dated February 15, 2013, consisting of a portion of the stated to mature on August 15, 2038, in the aggregate principal amount of $5,235,000 (the "Bonds"), in the amounts, on the redemption date, at the redemption price of the principal amount called for redemption plus accrued interest to the date fixed for redemption, as follows:

August 15, 2038 Stated Maturity Term Bond

Maturity Redemption Date	Principal Amount Outstanding	Principal Amount Redeemed	Redemption Date	Redemption Price
8/15/2037	$11,395,000	$ 0	N/A	N/A
8/15/2038	$ 7,785,000	$5,235,000	2/15/2021	100%

On February 15, 2021, interest on such Bonds shall cease to accrue and be payable.

THE BONDS SHALL BE REDEEMED in whole at The Bank of New York Mellon Trust Company, N.A., Dallas, Texas, as the Paying Agent/Registrar for the Bonds. Upon presentation of the Bonds at the Paying Agent/Registrar on the aforementioned redemption date, the holder thereof shall be entitled to receive the redemption price equal to par and accrued interest to the redemption date.

NOTICE IS FURTHER GIVEN that due and proper arrangements have been made for providing the place of payment of the Bonds called for redemption with funds sufficient to pay the principal amount of the Bonds and the interest thereon to the redemption date. In the event the Bonds are not presented for redemption by the respective date fixed for their redemption, they shall not thereafter bear interest.

UNDER THE PROVISIONS of the Jobs and Growth Tax Relief Reconciliation Act of 2003 (the "Act"), paying agents making payments of interest and principal on municipal securities may be obligated to withhold 28% tax from remittance to individuals who have failed to furnish the paying agent with a valid taxpayer identification number. Registered bondholders who wish to avoid

the imposition of the tax should submit certified taxpayer identification numbers (via form W-9) when presenting the Bonds for payment.

THIS NOTICE is issued and given pursuant to the redemption provisions in the proceedings authorizing the issuance of the Bonds and in accordance with the recitals and provisions of each of the Bonds, respectively.

NOTICE IS FURTHER GIVEN that the Bonds should be submitted to the following address:

First Class/Registered/ Certified Mail	Express Delivery	Hand Delivery
The Bank of New York Mellon Trust Company, N.A. Global Corporate Trust P.O. Box 396 East Syracuse, NY 13057	The Bank of New York Mellon Trust Company, N.A. Global Corporate Trust 111 Sanders Creek Parkway East Syracuse, NY 13057	The Bank of New York Mellon Trust Company, N.A. Global Corporate Trust Corporate Trust Window 101 Barclay Street 1st Floor East New York,NY10286

Ector County Independent School District

Action Page

TO: Board of Trustees

FROM: Deborah Ottmers, Chief Financial Officer

SUBJECT: **DISCUSS AND CONSIDER ADOPTION OF AN ORDER AUTHORIZING THE ISSUANCE OF UNLIMITED TAX REFUNDING BONDS, ESTABLISHING SALE PARAMETERS, AUTHORIZATION OF THE EXECUTION OF A BOND PURCHASE CONTRACT AND ESCROW AGREEMENT; APPROVING AN OFFICIAL STATEMENT; AND ENACTING OTHER PROVISIONS RELATING TO THE SUBJECT**

DATE: September 15, 2020

Attached is

A presentation of a review of the existing debt position and potential refunding opportunities for savings.

The order authorizing the refunding of a portion of the Series 2013 outstanding bonds for a potential savings of approximately $13.4 million.

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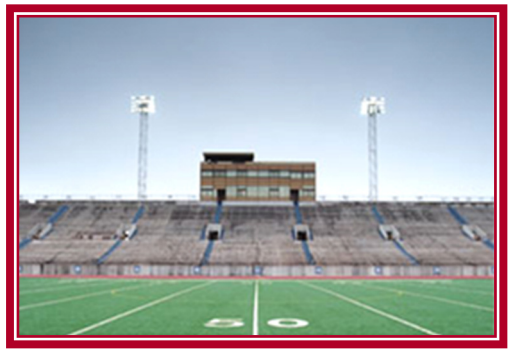
Administrative Recommendation:

Approval of order of refunding bonds.



ECISD

educate connect inspire succeed dream

Review of Existing Debt Position and Potential Tax-Exempt and Taxable Refunding Opportunities

Friday, August 28, 2020

Securities, insurance and advisory services offered through BOK Financial Securities, Inc., member FINRA/SIPC and a subsidiary of BOK Financial Corporation. Services may be offered under our trade name, BOK Financial Advisors.
NOT FDIC INSURED | NO BANK GUARANTEE | MAY LOSE VALUE

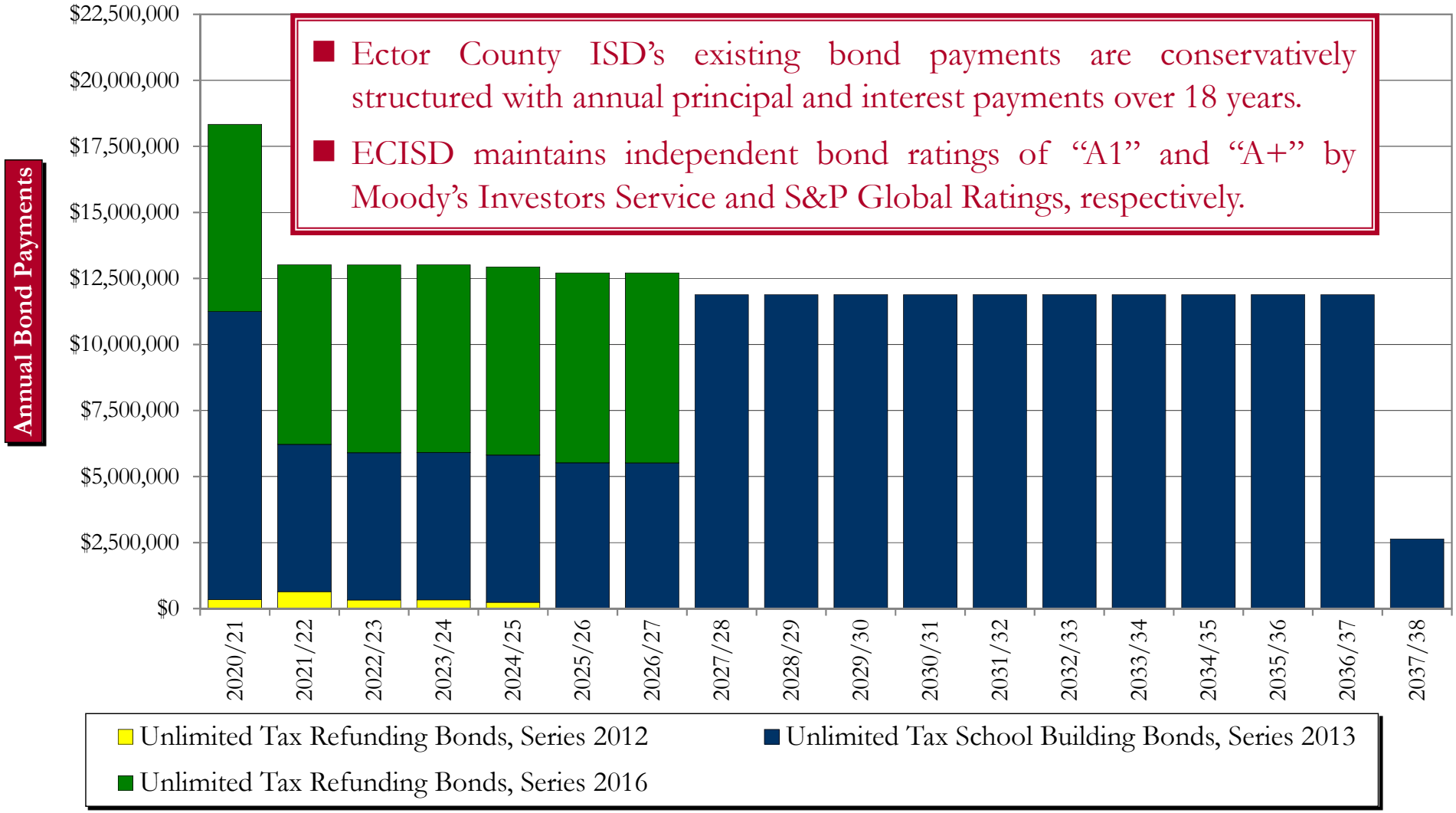
Savings from District's Debt Management Practices

- Ector County Independent School District ("ECISD" or the "District") has actively deployed certain debt management practices to lower the borrowing costs of taxpayers. Since year 2007, such strategic actions have provided the District's taxpayers with approximately $20.9 million of direct savings!

Summary of Interest Cost Savings – Bond Refunding Programs / Prepayment of Bonds			
Issue / Description	Series Refunded / Redeemed	Par Amount Refunded / Redeemed	Total Savings
Unlimited Tax Refunding Bonds, Series 2007	1993, 2001, 2003A	$ 56,380,113	$ 3,167,672
Unlimited Tax Refunding Bonds, Series 2012	2001, 2003, 2003A	4,770,000	687,402
Unlimited Tax Refunding Bonds, Series 2016	2007	55,677,169	9,588,712
Total - Bond Refunding Programs at a Lower Interest Rate	**---**	**$ 116,827,282**	**$ 13,443,786**
Prepayment of Series 2003A Bonds - August 2013	2003A	$ 1,644,874	$ 1,029,459
Prepayment of Series 2013 Bonds - August 2015	2013	4,000,000	3,220,000
Prepayment of Series 2013 Bonds - February 2021	2013	5,235,000	3,206,438
Total - Prepayment of Bonds Prior to Scheduled Maturity	**---**	**$ 10,879,874**	**$ 7,455,897**
Totals	**---**	**$ 127,707,156**	**$ 20,899,683**

Dollar Amount and Structure of District's Existing Bonds

- Ector County ISD's existing bond payments are conservatively structured with annual principal and interest payments over 18 years.
- ECISD maintains independent bond ratings of "A1" and "A+" by Moody's Investors Service and S&P Global Ratings, respectively.



Note: Debt service payments reflect payments from September 1 through August 31.

The District has a total principal amount of existing bonds equal to $154,380,000.

Summary of the District's Outstanding Callable Bonds

- Ector County ISD currently has $117,925,000 of outstanding callable bonds eligible to be repaid or refinanced prior to maturity, as summarized within the table below.

Summary of Callable Bonds Outstanding by Series - As of August 31, 2020

Series	Call Date	Principal Amount Outstanding	Principal Amount Callable	Callable Maturities	Final Maturity	Coupons: Callable Maturities
Unlimited Tax School Building Bonds, Series 2013 [Short Call]	Any Date	$ 19,180,000	$ 13,945,000	2037 - 2038	2038	3.500%
Unlimited Tax Refunding Bonds, Series 2012	08/15/2021	1,735,000	1,445,000	2022 - 2025	2025	3.000%
Unlimited Tax School Building Bonds, Series 2013 [Long Call]	08/15/2023	92,500,000	89,165,000	2024 - 2036	2036	3.125% - 5.000%
Unlimited Tax Refunding Bonds, Series 2016	08/15/2025	40,965,000	13,370,000	2026 - 2027	2027	5.000%
Totals	---	**$ 154,380,000**	**$ 117,925,000**	---	---	---

Note: Includes a $5,235,000 cash redemption of ECISD's Unlimited Tax School Building Bonds, Series 2013 prior to scheduled maturity on February 15, 2021.

- The August 15, 2037 and 2038 maturities of ECISD's Unlimited Tax School Building Bonds, Series 2013 (the "Series 2013 Bonds") that are callable on any date were originally sold to allow the District to annually manage its Interest & Sinking Fund ("I&S") tax rate by prepaying bonds prior to scheduled maturity.

- On September 15, 2020, Ector County ISD's Board of Trustees will approve an order to cash redeem $5,235,000 of the Series 2013 Bonds prior to scheduled maturity, saving taxpayers $3,206,438 in future interest costs.

Summary of the District's Outstanding Callable Bonds

- Ector County ISD's outstanding callable bonds by series and by maturity, including par amount, coupon, original yield and call date, are illustrated below.

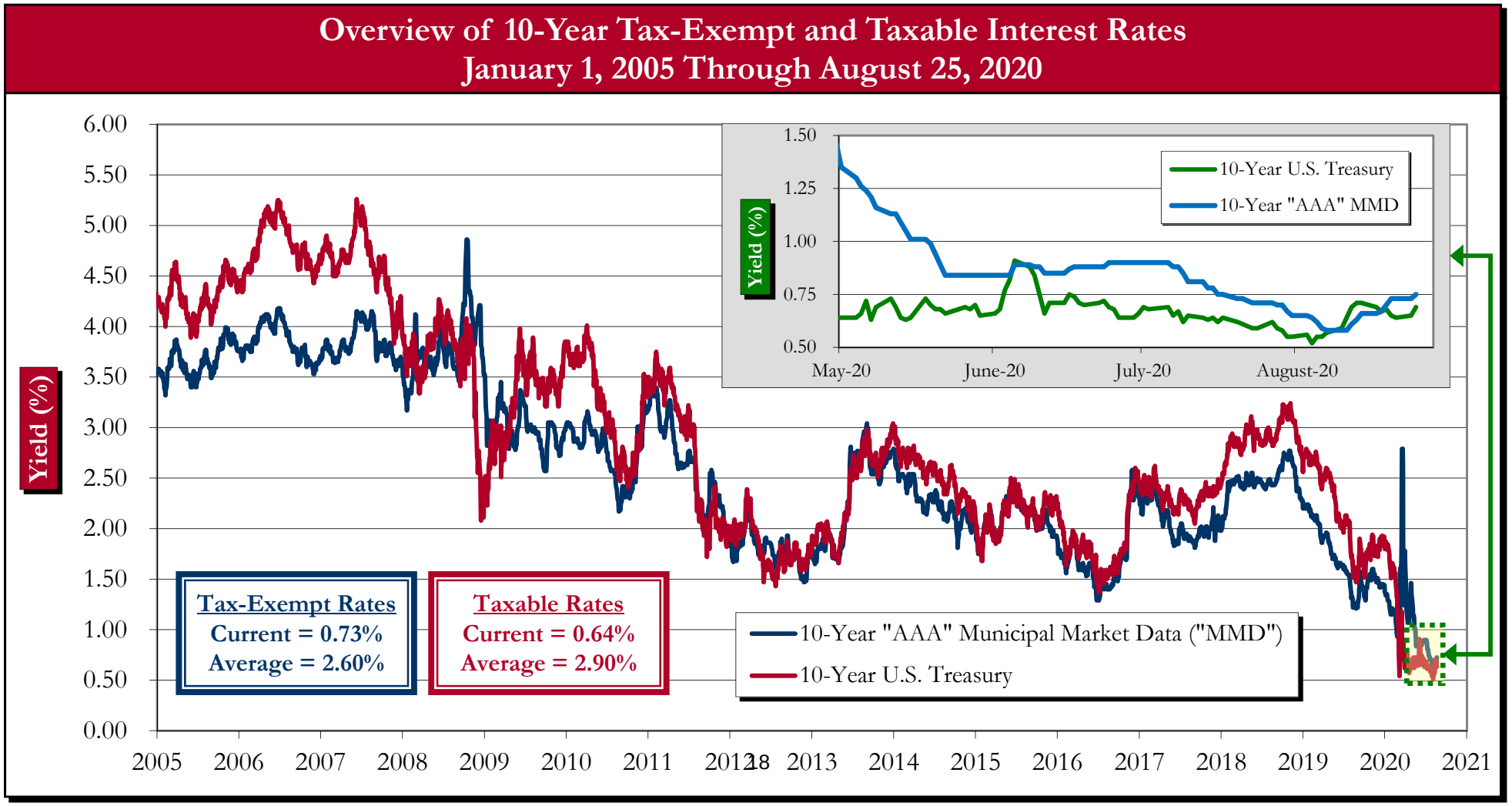
Summary of Callable Bonds Outstanding by Maturity - As of August 31, 2020

Issue Description:	Unlimited Tax Refunding Bonds, Series 2012				Unlimited Tax School Building Bonds, Series 2013				Unlimited Tax Refunding Bonds, Series 2016			
Par Amount:	$1,735,000				$111,680,000				$40,965,000			
Maturity Date:	Par Amount	Coupon	Original Yield	Call Date	Par Amount	Coupon	Original Yield	Call Date	Par Amount	Coupon	Original Yield	Call Date
8/15/2021	$ 290,000	3.000%	1.700%	---	$ 1,070,000	4.000%	1.660%	---	$ 5,040,000	5.000%	1.350%	---
8/15/2022	600,000	3.000%	1.800%	08/15/2021	1,110,000	4.000%	1.860%	---	5,000,000	5.000%	1.460%	---
8/15/2023	300,000	3.000%	1.900%	08/15/2021	1,155,000	4.000%	2.100%	---	5,565,000	5.000%	1.590%	---
8/15/2024	315,000	3.000%	2.000%	08/15/2021	1,200,000	4.000%	2.390%	08/15/2023	5,840,000	5.000%	1.750%	---
8/15/2025	230,000	3.000%	2.100%	08/15/2021	1,250,000	4.000%	2.530%	08/15/2023	6,150,000	5.000%	1.890%	---
8/15/2026	-	---	---	---	1,245,000	5.000%	2.450%	08/15/2023	6,520,000	5.000%	2.010%	08/15/2025
8/15/2027	-	---	---	---	1,305,000	5.000%	2.540%	08/15/2023	6,850,000	5.000%	2.110%	08/15/2025
8/15/2028	-	---	---	---	7,735,000	5.000%	2.620%	08/15/2023	-	---	---	---
8/15/2029	-	---	---	---	8,120,000	5.000%	2.680%	08/15/2023	-	---	---	---
8/15/2030	-	---	---	---	8,530,000	5.000%	2.730%	08/15/2023	-	---	---	---
8/15/2031	-	---	---	---	8,955,000	5.000%	2.780%	08/15/2023	-	---	---	---
8/15/2032	-	---	---	---	9,405,000	5.000%	2.830%	08/15/2023	-	---	---	---
8/15/2033	-	---	---	---	9,875,000	3.125%	3.350%	08/15/2023	-	---	---	---
8/15/2034	-	---	---	---	10,180,000	3.250%	3.410%	08/15/2023	-	---	---	---
8/15/2035	-	---	---	---	10,510,000	3.250%	3.470%	08/15/2023	-	---	---	---
8/15/2036	-	---	---	---	10,855,000	5.000%	3.050%	08/15/2023	-	---	---	---
8/15/2037	-	---	---	---	11,395,000	3.500%	3.700%	Any Date	-	---	---	---
8/15/2038	-	---	---	---	7,785,000	3.500%	3.700%	Any Date	-	---	---	---

Note: Does not includes a $5,235,000 cash redemption of ECISD's Unlimited Tax School Building Bonds, Series 2013 prior to scheduled maturity on February 15, 2021.

"Taxable" Vs. "Tax-Exempt" Interest Rates

- After the initial economic and interest rate shock resulting from the COVID-19 pandemic, both tax-exempt and taxable interest rates have continued to trend lower, potentially providing an opportunity for ECISD to complete a refunding of its existing bonds at a lower interest rate.



Refunding Considerations

❑ "Tax-Exempt" Versus "Taxable" Refundings

- Definitions:
  - **Advance Refunding:** For purposes of certain tax and securities laws and regulations, a refunding in which the refunded issue remains outstanding (within a designated escrow account) for a period of more than 90 days after the issuance of the new refunding bonds.
  - **Current Refunding:** A refunding transaction where the municipal securities being refunded will all mature or be redeemed within 90 days or less from the date of issuance of the new refunding bonds.
- As a direct result of "The Tax Cuts and Jobs Act of 2017," Ector County ISD may no longer complete a so-called advance refunding of its outstanding bonds on a "tax-exempt" basis, limiting the District's ability to lock-in today's interest rates.
- In lieu of a "tax-exempt" advance refunding, ECISD may complete a "taxable" advance refunding of its bonds or, alternatively, wait to complete a "tax-exempt" current refunding.
- Based upon the District's existing debt portfolio, except for the August 15, 2037 and 2038 maturities of its Series 2013 Bonds, a refunding of Ector County ISD's existing callable bonds must be completed on a "taxable" basis.

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Refunding Considerations

State-Mandated "Par-to-Par" Test and Capital Appreciation Bonds

- Pursuant to existing State law, Ector County ISD may not issue new bonds in a "par amount" that exceeds the "par amount" of the bonds being refunded.

- In order to comply with this State mandate and based upon the coupon structure of "taxable" securities demanded by potential investors, a "taxable" refunding may require the use of Capital Appreciation Bonds ("CABs"), something the District has historically tried to avoid given the higher cost associated with such bonds.

Opportunity Cost of Advance Refundings (i.e. "Negative Arbitrage")

- As previously experienced with "tax-exempt" advance refundings, there are inefficiencies in the escrow account to repay ECISD's refunded bonds until their redemption date since short-term investment rates generate less investment income than is permitted under Federal tax law (i.e. "Negative Arbitrage").

- Please note, "Negative Arbitrage" does not change the savings summarized herein as it is not an "actual" cost – It is solely an opportunity cost.

Refunding Considerations

Refunding Matrix:

- As an alternative to the historical guideline used by many municipal issuers of 3%-5% of Present Value Savings, the refunding matrix below may be helpful as a general guideline for evaluating bond maturities for a potential refunding, while considering the "Negative Arbitrage" applicable to the particular existing bond maturity.

Refunding Matrix – Required Minimum Percentage of Present Value Savings			
Years After Call Date	Years to Call Date		
	0 – 2	3 – 6	7 – 10
0 – 3	1.0%	2.0%	4.0%
4 – 7	2.0%	3.5%	5.0%
8 – 12	4.0%	6.0%	8.0%
13 – 20	5.0%	7.0%	9.0%
20-plus	5.0%	8.0%	10.0%
"Negative Arbitrage" may not exceed 50% of the Present Value Savings.			

- Based upon the above matrix, a refunding that produces in excess of 3% Present Value Savings and a ratio of "Negative Arbitrage to Present Value Savings" of less than 50% should be considered, but evaluated in its totality given certain byproducts of advance and/or "taxable" refundings.

Potential "Tax-Exempt" Current Refunding Opportunity

- As previously mentioned, pursuant to Federal tax law, only the August 15, 2037 and 2038 maturities of the District's Series 2013 Bonds may be refunded on a "tax-exempt" basis at this time. After ECISD prepays $5.235 million of its Series 2013 Bonds on February 15, 2021, there will be $13,945,000 of such bonds eligible to be prepaid in the future or refunded at a lower interest rate.

- For your review, we have provided two refunding alternatives to be considered in light of the District's future financing needs (i.e. a potential November 2021 bond election) and debt management objectives.

  - **"Non-Bank Qualified" Refunding:** The District completes the refunding program on a "Non-Bank Qualified" basis; or

  - **"Bank Qualified" Refunding:** Ector County ISD completes the refunding program on a "Bank Qualified" basis.

    - Pursuant to Federal tax law, if the District commits to issue less than $10 million of "tax-exempt" bonds during calendar year 2020, it can designate its bonds as "Bank Qualified" and receive a lower interest rate due to the "Federal Tax Incentive" available to financial institutions who own such bonds.

    - Moreover, this would also leave approximately $4.245 million of the Series 2013 Bonds to be prepaid during year 2021/22, which would allow the District the opportunity to manage its tax rate and create additional bond capacity ahead of a potential November 2021 bond election.

Potential "Tax-Exempt" Current Refunding Opportunity

- The table below summarizes the savings currently available to Ector County ISD by refunding a portion of its existing Series 2013 Bonds on a "tax-exempt" basis (net of all costs).

"Tax-Exempt" Refunding Opportunity – Summary of Potential Savings Available			
Description	"Non-Bank Qualified" Refunding	Or	"Bank Qualified" Refunding
Principal Amount of Series 2013 Bonds to be Refunded	$ 13,945,000		$ 9,700,000
Interest Rate on the Series 2013 Bonds to be Refunded	3.50%		3.50%
"All-In" True Interest Cost on the Refunding Bonds	2.69%		2.34%
Total Debt Service Savings	$ 2,282,650		$ 1,997,000
Present Value Debt Service Savings (@ All-In TIC)	1,472,935		1,516,339
Present Value Savings as a Percentage of the Principal Amount of the Series 2013 Bonds to be Refunded	10.56%		15.63%
Remaining Series 2013 Bonds That May Be Prepaid	$ ---		$ 4,245,000

- Note, should the District use excess I&S tax revenues to prepay the remaining $4.245 million during year 2021/22, ECISD would save an additional $2,396,162.50 in future interest costs.

"Taxable Refunding Monitor" – Callable Bonds

- On the next two pages, we have examined potential "taxable" refunding candidates within ECISD's existing debt portfolio.

Summary of Savings and Negative Arbitrage by Maturity

Bond Series	Refunded Maturity	Coupon	Bonds Eligible to be Refunded	Call Date	Present Value Savings (Dollars)	Present Value Savings (Percent)	Estimated Negative Arbitrage	Negative Arbitrage as a Percentage of Savings	Savings Efficiency Percentage
Series 2012	8/15/2022	3.000%	$600,000	8/15/2021	$8,973	1.50%	$978	10.90%	90.17%
Series 2012	8/15/2023	3.000%	300,000	8/15/2021	10,980	3.66%	777	7.08%	93.39%
Series 2012	8/15/2024	3.000%	315,000	8/15/2021	16,405	5.21%	1,322	8.06%	92.54%
Series 2012	8/15/2025	3.000%	230,000	8/15/2021	15,762	6.85%	1,137	7.21%	93.27%
			$1,445,000						
Series 2013	8/15/2024	4.000%	$1,200,000	8/15/2023	$8,653	0.72%	$18,268	211.11%	32.14%
Series 2013	8/15/2025	4.000%	1,250,000	8/15/2023	41,445	3.32%	22,577	54.47%	64.74%
Series 2013	8/15/2026	5.000%	1,245,000	8/15/2023	98,410	7.90%	29,694	30.17%	76.82%
Series 2013	8/15/2027	5.000%	1,305,000	8/15/2023	141,138	10.82%	34,853	24.69%	80.20%
Series 2013	8/15/2028	5.000%	7,735,000	8/15/2023	975,818	12.62%	250,566	25.68%	79.57%
Series 2013	8/15/2029	5.000%	8,120,000	8/15/2023	1,208,121	14.88%	286,019	23.67%	80.86%
Series 2013	8/15/2030	5.000%	8,530,000	8/15/2023	1,439,357	16.87%	324,521	22.55%	81.60%
Series 2013	8/15/2031	5.000%	8,955,000	8/15/2023	1,652,228	18.45%	365,764	22.14%	81.87%
Series 2013	8/15/2032	5.000%	9,405,000	8/15/2023	1,872,823	19.91%	410,513	21.92%	82.02%
Series 2013	8/15/2033	3.125%	9,875,000	8/15/2023	513,308	5.20%	445,564	86.80%	53.53%
Series 2013	8/15/2034	3.250%	10,180,000	8/15/2023	611,857	6.01%	487,828	79.73%	55.64%
Series 2013	8/15/2035	3.250%	10,510,000	8/15/2023	586,671	5.58%	532,051	90.69%	52.44%
Series 2013	8/15/2036	5.000%	10,855,000	8/15/2023	2,528,007	23.29%	594,589	23.52%	80.96%
			$89,165,000						

Notes:

1.) Highlighted maturities produce at least 7% present value savings and have a "Negative Arbitrage to Present Value Savings" ratio of less than 50%.

2.) Savings Efficiency Percentage equals present value savings/(present value savings + negative arbitrage).

"Taxable Refunding Monitor" – Callable Bonds

Summary of Savings and Negative Arbitrage by Maturity									
Bond Series	Refunded Maturity	Coupon	Bonds Eligible to be Refunded	Call Date	Present Value Savings (Dollars)	Present Value Savings (Percent)	Estimated Negative Arbitrage	Negative Arbitrage as a Percentage of Savings	Savings Efficiency Percentage
Series 2016	8/15/2026	5.000%	$6,520,000	8/15/2025	($64,620)	(0.99%)	$246,908	---	---
Series 2016	8/15/2027	5.000%	6,850,000	8/15/2025	131,497	1.92%	294,069	223.63%	30.90%
			$13,370,000						

Notes:

1.) Highlighted maturities produce at least 7% present value savings and have a "Negative Arbitrage to Present Value Savings" ratio of less than 50%.

2.) Savings Efficiency Percentage equals present value savings/(present value savings + negative arbitrage).

Potential "Taxable" Advance Refunding Opportunity

- Based upon prevailing market conditions and the "Taxable Refunding Monitor" herein, Ector County ISD has an opportunity to complete a "taxable" refunding of a portion of its outstanding Series 2013 Bonds at a lower interest rate.

- For purposes of this analysis, the table below summarizes the District's outstanding Series 2013 Bonds which generate sufficient savings based upon prevailing market conditions to be considered for a potential "taxable" refunding program.

Potential "Taxable" Refunding – Summary of Series 2013 Bonds to be Refunded

Issue Outstanding	Principal Amount To Be Refunded	Maturities To Be Refunded	Interest Rate	Redemption Date	Redemption Price
Unlimited Tax School Building Bonds, Series 2013	$ 56,150,000	08/15/2026 – 2032; 08/15/2036	5.00%	08/15/2023	100.0%

Potential "Taxable" Advance Refunding Opportunity

- The table below summarizes the savings currently available to ECISD by refunding a portion of its existing Series 2013 Bonds on a "taxable" basis (net of all costs).

"Taxable" Refunding Opportunity – Summary of Potential Savings Available	
Description	**Summary Of Results**
Principal Amount of Series 2013 Bonds to be Refunded	$ 56,150,000
Interest Rate on the Series 2013 Bonds to be Refunded	5.00%
"All-In" True Interest Cost on the Refunding Bonds	1.84%
Escrow Yield	0.26%
Total Debt Service Savings	$ 11,395,610
Average Annual Savings (Years 2021/22 – 2035/36) (i.e. 15 Years)	759,707
Present Value Debt Service Savings (@ All-In TIC)	9,926,705
Present Value Savings as a Percentage of the Principal Amount of the Series 2013 Bonds to be Refunded	17.68%
Opportunity Cost of Advance Refunding (i.e. "Negative Arbitrage")	$ 1,988,814
"Negative Arbitrage" as a Percentage of Present Value Savings	20.03%
Maturity Amount of Capital Appreciation Bonds Needed (Matures August 15, 2026 & 2027)	$ 2,280,000
Estimated I&S Fund Balance Contribution Needed Not to Issue Capital Appreciation Bonds	945,000
Current Refunding Alternative – Estimated Rate Movement to Provide Same Dollar Savings	1.27%

Recommendation

- Based upon prevailing market conditions, historical "tax-exempt" and "taxable" interest rates, certain economic indicators and the structure of Ector County ISD's existing debt portfolio, we recommend the District consider implementing both a "Tax-Exempt" and "Taxable" Refunding Program.
- **"Tax-Exempt" Refunding Program (pages 9 and 10)**
  - By completing a "Bank Qualified" refunding of a portion of ECISD's Series 2013 Bonds, the District is projected to reduce its interest rate from 3.50% to 2.34%, saving taxpayers an estimated $1,997,000.
  - Moreover, a "Bank Qualified" refunding would leave $4.245 million of the Series 2013 Bonds to be prepaid during year 2021/22 (assuming no change in the District's taxable value), which would save Ector County ISD an additional $2,396,163 in future interest costs.
- **"Taxable" Refunding Program (pages 11 – 14)**
  - By selecting the most "cost efficient" maturities, the District is able to refund $56.15 million of its Series 2013 Bonds, reduce the interest rate from 5.00% to 1.84% and reduce its future interest costs by $11,395,610 based upon prevailing market conditions.
  - With that said, ECISD would need to issue approximately $2.28 million of CABs or use $945,000 of its existing I&S Fund balance to meet the State-mandated "Par-to-Par" test.
  - In addition, "tax-exempt" interest rates could increase by 1.27% between now and May 2023 for a potential "taxable" refunding now to "breakeven" with a potential "tax-exempt" refunding in the future.

Use of a "Parameters Bond Order" for Approval of a Refunding Bond Sale

- As previously utilized for Ector County ISD's prior bond sales, the District's Board of Trustees may adopt a "Parameters Bond Order" to complete the sale of the refunding bonds. The "Parameters Bond Order" authorizes ECISD's Administration to approve the refunding bond sale if each of the established parameters is met.

- For purposes of the proposed "tax-exempt" and "taxable" refunding programs, we would recommend the District utilize the following parameters. Unless each parameter is achieved, the corresponding refunding bonds would not be issued until additional direction is received from ECISD's Board of Trustees.

Parameters for Sale of "Tax-Exempt" and "Taxable" Refunding Programs

Parameter	Series 2020-A Bonds ("Tax-Exempt" Refunding Program)	Series 2020-B Bonds ("Taxable" Refunding Program)
1.) Minimum Savings Amount (Net of All Costs):	$ 1,750,000	$ 9,500,000
2.) Maximum Principal Amount:	$ 10,000,000	$ 56,150,000
3.) True Interest Rate ("All-In" TIC) – Must Not Exceed:	2.75%	2.50%
4.) Final Maturity – Must Not Exceed:	August 15, 2038	August 15, 2036
5.) Expiration Date of Refunding Program:	March 14, 2021	March 14, 2021

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Preliminary Timetable – "Tax-Exempt" and "Taxable" Refunding Programs

- The preliminary timetable for the implementation of the proposed "Tax-Exempt" and "Taxable" Refunding Programs is summarized below.

September 2020

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

October 2020

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

November 2020

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

December 2020

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Board Meeting Closing – Receipt of Funds

Preliminary Timetable – "Tax-Exempt" and "Taxable" Refunding Programs	
Date*	**Action Necessary**
September 15, 2020	Board Meeting – Discuss potential Refunding Programs and consider "Parameters Bond Order" authorizing the issuance of ECISD's Unlimited Tax Refunding Bonds, Series 2020-A (the "Series 2020-A Bonds") and Unlimited Tax Refunding Bonds, Taxable Series 2020-B (the "Taxable Series 2020-B Bonds").
October 16, 2020	Completion of all actions necessary to complete the Refunding Programs.
To Be Determined.	Bond Sale – Pricing of the Series 2020-A and Taxable Series 2020-B Bonds pursuant to specified parameters and the District's Administration approves the necessary legal documents – Interest rates and savings locked-in at this time.
November 19, 2020	Closing – The Refunding Programs are completed and Ector County ISD begins paying the lower interest rates on the Series 2020-A and Taxable 2020-B Bonds.
* Preliminary, subject to change.	

Questions

ORDER AUTHORIZING THE ISSUANCE OF UNLIMITED TAX REFUNDING BONDS, ESTABLISHING SALE PARAMETERS, AUTHORIZATION THE EXECUTION OF A BOND PURCHASE CONTRACT AND ESCROW AGREEMENT; APPROVING AN OFFICIAL STATEMENT; AND ENACTING OTHER PROVISIONS RELATING TO THE SUBJECT

THE STATE OF TEXAS §
COUNTY OF ECTOR §
ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT §

WHEREAS, Ector County Independent School District (the "Issuer") has previously issued, and there are presently outstanding, bonds of the Issuer payable from ad valorem taxes levied and to be levied, assessed and collected within the Issuer, without legal limit as to rate or amount; and

WHEREAS, the Issuer now desires to refund all or part of the bonds described in Schedule I attached hereto, collectively, the "Available Refunded Obligations", and those Available Refunded Obligations designated by the Pricing Officer in the Pricing Certificate, each as defined below, to be refunded are herein referred to as the "Refunded Obligations"; and

WHEREAS, Chapter 1207, Texas Government Code ("Chapter 1207"), authorizes the Issuer to issue refunding bonds and to deposit the proceeds from the sale thereof, and any other available funds or resources, directly with a paying agent for the Refunded Obligations or a trust company or commercial bank that does not act as a depository for the Issuer, and such deposit, if made before such payment dates, shall constitute the making of firm banking and financial arrangements for the discharge and final payment of the Refunded Obligations; and

WHEREAS, The Bank of New York Mellon Trust Company, National Association, Dallas, Texas, is the paying agent for the Refunded Obligations, and the Escrow Agreement hereinafter authorized, wherein The Bank of New York Mellon Trust Company, National Association is the Escrow Agent, constitutes an escrow agreement of the kind authorized and permitted by said Chapter 1207; and

WHEREAS, the Board of Trustees of the Issuer hereby finds and determines that it is a public purpose and in the best interests of the Issuer to refund the Refunded Obligations in order to achieve a present value debt service savings, with such savings, among other information and terms to be included in a pricing certificate (the "Pricing Certificate") to be executed by the Pricing Officer (hereinafter designated), all in accordance with the provisions of Section 1207.007, Texas Government Code; and

WHEREAS, all the Refunded Obligations mature or are subject to redemption prior to maturity within 20 years of the date of the bonds hereinafter authorized; and

WHEREAS, the bonds hereafter authorized are being issued and delivered pursuant to said Chapter 1207; and

WHEREAS, it is officially found, determined and declared that the meeting at which this Order has been adopted was open to the public, and public notice of the date, hour, place and subject of said meeting, including this Order, was given, all as required by the applicable provisions of Chapter 551, Texas Government Code.

THEREFORE, BE IT ORDERED BY THE BOARD OF TRUSTEES OF ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT:

Section 1. RECITALS, AMOUNT, PURPOSE AND DESIGNATION OF THE BONDS.

(a) The recitals set forth in the preamble hereof are incorporated herein and shall have the same force and effect as if set forth in this Section.

(b) The bonds of Ector County Independent School District (the "Issuer") are hereby authorized to be issued and delivered in the maximum aggregate principal amount hereinafter set forth, in one or more series, for the public purpose of providing funds to refund a portion of the Issuer's outstanding indebtedness payable from ad valorem taxes, and to pay the costs incurred in connection with the issuance of the Bonds.

(c) Each bond issued pursuant to this Order shall be designated: "Ector County Independent School District Unlimited Tax Refunding Bond, [Taxable] Series 2020-[A/B]," and initially there shall be issued, sold, and delivered hereunder fully registered Bonds, without interest coupons, payable to the respective registered owners thereof (with the initial bond being made payable to the initial purchaser as described in Section 11 hereof), or to the registered assignee or assignees of said bonds or any portion or portions thereof (in each case, the "Registered Owner"). The Bonds shall be in the respective denominations and principal amounts, shall be numbered, shall mature and be payable on the date or dates in each of the years and in the principal amounts or amounts due at maturity, as applicable, and shall bear interest to their respective dates of maturity or redemption prior to maturity at the rates per annum, as set forth in the Pricing Certificate.

Section 2. DEFINITIONS. Unless otherwise expressly provided or unless the context clearly requires otherwise in this Order, the following term shall have the meaning specified below:

"Accreted Value" shall mean, with respect to a Capital Appreciation Bond, as of any particular date of calculation, the original principal amount thereof, plus initial premium, if any, and plus all interest accrued and compounded to the particular date of calculation, as determined in accordance with the terms of the Pricing Certificate.

"Attorney General" means the Office of the Attorney General of the State.

"Board" means the Board of Trustees of the Issuer.

"Bond Counsel" means McCall, Parkhurst & Horton L.L.P. or any nationally recognized firm selected by the Board to serve as bond counsel to the Issuer.

"Bonds" means and includes collectively any Capital Appreciation Bonds and Current Interest Bonds initially issued and delivered pursuant to this Order (the "Initial Bonds") and all substitute Capital Appreciation Bonds and Current Interest Bonds exchanged therefor, as well as all other substitute bonds and replacement bonds issued pursuant hereto, and the term "Bond" shall mean any of the Bonds.

"Capital Appreciation Bonds" shall mean any Bonds on which no interest is paid prior to maturity, maturing in the years and in the Maturity Amounts set forth in the Pricing Certificate.

"Code" means the Internal Revenue Code of 1986, as amended by all legislation, if any, effective on or before the Issuance Date, including applicable regulations, published rulings, and court decisions.

"Comptroller" means the Office of the Comptroller of Public Accounts of the State.

"Current Interest Bonds" shall mean any Bonds on which interest is paid semiannually, maturing in each of the years and in the principal amounts set forth in the Pricing Certificate.

"Issuance Date" shall mean the date the Bonds are delivered to and paid for by the initial purchaser thereof.

"Issuer" shall mean the Ector County Independent School District, located in Ector County, Texas.

"Maturity Amount" shall mean, with respect to a Capital Appreciation Bond, the original principal amount thereof, plus initial premium, if any, and plus all interest accrued and compounded to the maturity date thereof.

"MSRB" shall mean the Municipal Securities Rulemaking Board.

"Paying Agent/Registrar" shall mean, initially, The Bank of New York Mellon Trust Company, National Association, Dallas, Texas, or any successor thereto as provided in this Order.

"Pricing Certificate" means the certificate signed by the Pricing Officer described in Section 3(a) finalizing the terms and sale of the Bonds.

"Rule" shall mean SEC Rule 15c2-12, as amended from time to time.

"SEC" shall mean the United States Securities and Exchange Commission.

"State" means the State of Texas.

"Treasury Regulations" shall mean the rules and regulations of the United States Department of the Treasury and any court or administrative rulings promulgated pursuant to the Code, as amended and in effect on the Issuance Date.

Section 3. DELEGATION TO PRICING OFFICER.

(a) As authorized by Section 1207.007, Texas Government Code, as amended, the Superintendent and/or Chief Financial Officer of the Issuer (each a "Pricing Officer") are hereby authorized to act on behalf of the Issuer in selling and delivering the Bonds, determining which of the Available Refunded Obligations shall be refunded and carrying out the other procedures specified in this Order, including, determining the date of the Bonds, any additional or different designation or title by which the Bonds shall be known, whether the Bonds shall be sold on a tax-exempt or taxable basis, whether the Bonds shall be designated as qualified tax-exempt obligations, the price at which the Bonds will be sold, the years in which the Bonds will mature, the principal amount to mature in each of such years, the rate of interest to be borne by each such maturity, the interest payment and record dates, the price and terms upon and at which the Bonds shall be subject to redemption prior to maturity at the option of the Issuer, as well as any mandatory sinking fund redemption provisions, and all other matters relating to the issuance, sale, and delivery of the Bonds and the refunding of the Refunded Obligations, including without limitation establishing the redemption date for and effecting the redemption of the Refunded Obligations and obtaining the Permanent School Fund guarantee for the Bonds, if available, and/or procuring municipal bond insurance, and approving modifications to this Order and executing such instruments, documents and agreements as may be necessary with respect thereto, if it is determined that such insurance would be financially desirable and advantageous, all of which shall be specified in the Pricing Certificate, provided that:

(i) For any series of tax-exempt Bonds:

(A) the aggregate original principal amount of all tax-exempt Bonds shall not exceed $10,000,000;

(B) the refunding must produce an actual (gross) debt service savings of at least $1,750,000, with such savings to be net of any Issuer contribution to the refunding;

(C) the maximum interest rate ("all-in" True Interest Cost) for the Bonds shall not exceed 2.75%; and

(D) the final maturity shall not be longer than August 15, 2038; and

(ii) For any series of taxable Bonds:

(A) the aggregate original principal amount of all taxable Bonds shall not exceed $56,150,000;

(B) the refunding must produce an actual (gross) debt service savings of at least $9,500,000, with such savings to be net of any Issuer contribution to the refunding

(C) the maximum interest rate ("all-in" True Interest Cost) for the Bonds shall not exceed 2.50%; and

(D) the final maturity shall not be longer than August 15, 2036.

(b) In establishing the aggregate principal amount of the Bonds, the Pricing Officer shall establish an amount not exceeding the amount authorized in subsection (a) of this Section which shall be sufficient in amount to provide for the purposes for which the Bonds are authorized and to pay costs of issuing the Bonds. The delegation made hereby shall expire if not exercised by the Pricing Officer on or prior to March 14, 2021. The Bonds shall be sold with and subject to such terms as set forth in the Pricing Certificate.

(c) It is hereby found and determined that the refunding of the Refunded Obligations is advisable and necessary in order to restructure the debt service requirements of the Issuer, and that the debt service requirements on the Bonds will be less than those on the Refunded Obligations, resulting in a reduction in the amount of principal and interest which otherwise would be payable. The Refunded Obligations are subject to redemption, at the option of the Issuer, and the Pricing Officer is hereby authorized to cause all of the Refunded Obligations to be called for redemption on the respective date or dates consistent with requirements set forth in subsection (a) of this Section, and the proper notices of such redemption to be given, and in each case at a redemption price of par, plus accrued interest to the date fixed for redemption. In furtherance of authority granted by Section 1207.007(b), Texas Government Code, the Pricing Officer is further authorized to enter into and execute on behalf of the Issuer with the escrow agent or deposit agent named therein (the "Escrow Agent"), an escrow agreement or deposit agreement, in the form and substance as shall be approved by the Pricing Officer, which escrow agreement or deposit agreement will provide for the payment in full of the Refunded Obligations (the "Escrow Agreement").

In addition, the Pricing Officer is authorized to purchase such securities with proceeds of the Bonds, to execute such subscriptions for the purchase of the United States Treasury Securities State and Local Government Series, and to transfer and deposit such cash from available funds, as may be necessary or appropriate for the escrow fund (the "Escrow Fund") described in the Escrow Agreement.

(d) In satisfaction of Section 1201.022(a)(3)(B), Texas Government Code, the Board of Trustees hereby determines that the delegation of the authority to the Pricing Officer to approve the final terms of the Bonds set forth in this Order is, and the decisions made by the Pricing Officer pursuant to such delegated authority and incorporated into the Pricing Certificate will be, in the Issuer's best interests, and the Pricing Officer is hereby authorized to make and include in the Pricing Certificate a finding to that effect.

Section 4. CHARACTERISTICS OF THE BONDS.

(a) Registration, Transfer, Conversion, and Exchange; Authentication. The Issuer shall keep or cause to be kept at the designated corporate trust office of the Paying Agent/Registrar books or records for the registration of the transfer, conversion, and exchange of the Bonds (the "Registration Books"), and the Issuer hereby appoints the Paying Agent/Registrar as its registrar and transfer agent to keep such books or records and make such registrations of transfers, conversions, and exchanges under such reasonable regulations as the Issuer and Paying

Agent/Registrar may prescribe; and the Paying Agent/Registrar shall make such registrations, transfers, conversions, and exchanges as herein provided. The Paying Agent/Registrar shall obtain and record in the Registration Books the address of the Registered Owner of each Bond to which payments with respect to the Bonds shall be mailed, as herein provided; but it shall be the duty of each Registered Owner to notify the Paying Agent/Registrar in writing of the address to which payments shall be mailed, and such interest payments shall not be mailed unless such notice has been given. To the extent possible and under reasonable circumstances, all transfers of Bonds shall be made within three business days after request and presentation thereof. The Issuer shall have the right to inspect the Registration Books during regular business hours of the Paying Agent/Registrar, but otherwise the Paying Agent/Registrar shall keep the Registration Books confidential and, unless otherwise required by law, shall not permit their inspection by any other entity. The Paying Agent/Registrar's standard or customary fees and charges for making such registration, transfer, conversion, exchange, and delivery of a substitute Bond or Bonds shall be paid as provided in the FORM OF BOND set forth in this Order. Registration of assignments, transfers, conversions, and exchanges of Bonds shall be made in the manner provided and with the effect stated in the FORM OF BOND set forth in this Order. Each substitute Bond shall bear a letter and/or number to distinguish it from each other Bond.

An authorized representative of the Paying Agent/Registrar shall, before the delivery of any Bond, date and manually sign the Paying Agent/Registrar's Authentication Certificate, and, except as provided in subsection (c) of this Section, no Bond shall be deemed to be issued or outstanding unless such Paying Agent/Registrar's Authentication Certificate is so executed. The Paying Agent/Registrar promptly shall cancel all paid Bonds and Bonds surrendered for conversion and exchange. No additional ordinances, orders, or resolutions need be passed or adopted by the governing body of the Issuer or any other body or person so as to accomplish the foregoing conversion and exchange of any Bond or portion thereof, and the Paying Agent/Registrar shall provide for the printing, execution, and delivery of the substitute Bonds in the manner prescribed herein. Pursuant to Subchapter D, Chapter 1201, Texas Government Code, the duty of conversion and exchange of Bonds as aforesaid is hereby imposed upon the Paying Agent/Registrar and, upon the execution of said Paying Agent/Registrar's Authentication Certificate, the converted and exchanged Bond shall be valid, incontestable, and enforceable in the same manner and with the same effect as the Initial Bond.

(b) Payment of Bonds and Interest. The Issuer hereby further appoints the Paying Agent/Registrar to act as the paying agent for paying the principal of and interest on the Bonds, all as provided in this Order. The Paying Agent/Registrar shall keep proper records of all payments made by the Issuer and the Paying Agent/Registrar with respect to the Bonds, and of all conversions and exchanges of Bonds, and all replacements of Bonds, as provided in this Order. However, in the event of a nonpayment of interest on a scheduled payment date, and for thirty (30) days thereafter, a new record date for such interest payment (a "Special Record Date") will be established by the Paying Agent/Registrar, if and when funds for the payment of such interest have been received from the Issuer. Notice of the Special Record Date and of the scheduled payment date of the past due interest (which shall be 15 days after the Special Record Date) shall be sent at least five (5) business days prior to the Special Record Date by United States mail, first-class postage prepaid, to the address of each Registered Owner appearing on the Registration Books at the close of business on the last business day next preceding the date of mailing of such notice.

(c) In General. The Bonds (i) shall be issued in fully registered form, without interest coupons, with the principal of and interest on such Bonds to be payable only to the Registered Owners thereof, (ii) may or shall be redeemed prior to their scheduled maturities, (iii) may be transferred and assigned, (iv) may be converted and exchanged for other Bonds, (v) shall have the characteristics, (vi) shall be signed, sealed, executed, and authenticated, (vii) shall have principal and interest payable, and (viii) shall be administered by the Paying Agent/Registrar, and the Issuer shall have certain duties and responsibilities with respect to the Bonds, all as provided, and in the manner and to the effect as required or indicated, in the FORM OF BOND set forth in this Order. The Bond initially issued and delivered pursuant to this Order is not required to be, and shall not be, authenticated by the Paying Agent/Registrar, but on each substitute Bond issued in conversion of and exchange for any Bond or Bonds issued under this Order the Paying Agent/Registrar shall execute the Paying Agent/Registrar's Authentication Certificate, in the form set forth in the FORM OF BOND.

(d) Substitute Paying Agent/Registrar. The Issuer covenants with the Registered Owners of the Bonds that at all times while the Bonds are outstanding the Issuer will provide a competent and legally qualified bank, trust company, financial institution, or other agency to act as and perform the services of Paying Agent/Registrar for the Bonds under this Order, and that the Paying Agent/Registrar will be a single entity. The Issuer reserves the right to, and may, at its option, change the Paying Agent/Registrar upon not less than 120 days written notice to the Paying Agent/Registrar, to be effective not later than 60 days prior to the next principal or interest payment date after such notice. In the event that the entity at any time acting as Paying Agent/Registrar (or its successor by merger, acquisition, or other method) should resign or otherwise cease to act as such, the Issuer covenants that promptly it will appoint a competent and legally qualified bank, trust company, financial institution, or other agency to act as Paying Agent/Registrar under this Order. Upon any change in the Paying Agent/Registrar, the previous Paying Agent/Registrar promptly shall transfer and deliver the Registration Books (or a copy thereof), along with all other pertinent books and records relating to the Bonds, to the new Paying Agent/Registrar designated and appointed by the Issuer. Upon any change in the Paying Agent/Registrar, the Issuer promptly will cause a written notice thereof to be sent by the new Paying Agent/Registrar to each Registered Owner of the Bonds, by United States mail, first-class postage prepaid, which notice also shall give the address of the new Paying Agent/Registrar. By accepting the position and performing as such, each Paying Agent/Registrar shall be deemed to have agreed to the provisions of this Order, and a certified copy of this Order shall be delivered to each Paying Agent/Registrar.

(e) Book-Entry Only System. The Bonds issued in exchange for the Initial Bond shall be initially issued in the form of a separate, single, fully registered Bond for each of the maturities thereof. Upon initial issuance, the ownership of each such Bond shall be registered in the name of Cede & Co., as nominee of The Depository Trust Company of New York ("DTC"), and except as provided in subsection (f) hereof, all of the outstanding Bonds shall be registered in the name of Cede & Co., as nominee of DTC.

With respect to Bonds registered in the name of Cede & Co., as nominee of DTC, the Issuer and the Paying Agent/Registrar shall have no responsibility or obligation to any securities brokers and dealers, banks, trust companies, clearing corporations, or certain other organizations on whose

behalf DTC was created ("DTC Participant") to hold securities to facilitate the clearance and settlement of securities transactions among DTC Participants or to any person on behalf of whom such a DTC Participant holds an interest in the Bonds. Without limiting the immediately preceding sentence, the Issuer and the Paying Agent/Registrar shall have no responsibility or obligation with respect to (i) the accuracy of the records of DTC, Cede & Co. or any DTC Participant with respect to any ownership interest in the Bonds, (ii) the delivery to any DTC Participant or any other person, other than a Registered Owner of Bonds, as shown on the Registration Books, of any notice with respect to the Bonds, or (iii) the payment to any DTC Participant or any other person, other than a Registered Owner of Bonds, as shown in the Registration Books of any amount with respect to principal of or interest on the Bonds. Notwithstanding any other provision of this Order to the contrary, the Issuer and the Paying Agent/Registrar shall be entitled to treat and consider the person in whose name each Bond is registered in the Registration Books as the absolute owner of such Bond for the purpose of payment of principal and interest with respect to such Bond, for the purpose of registering transfers with respect to such Bond, and for all other purposes whatsoever. The Paying Agent/Registrar shall pay all principal of and interest on the Bonds only to or upon the order of the Registered Owners, as shown in the Registration Books as provided in this Order, or their respective attorneys duly authorized in writing, and all such payments shall be valid and effective to fully satisfy and discharge the Issuer's obligations with respect to payment of principal of and interest on the Bonds to the extent of the sum or sums so paid. No person other than a Registered Owner, as shown in the Registration Books, shall receive a Bond certificate evidencing the obligation of the Issuer to make payments of principal and interest pursuant to this Order. Upon delivery by DTC to the Paying Agent/Registrar of written notice to the effect that DTC has determined to substitute a new nominee in place of Cede & Co., and subject to the provisions in this Order with respect to interest checks being mailed to the Registered Owner at the close of business on the Record date, the words "Cede & Co." in this Order shall refer to such new nominee of DTC.

(f) Successor Securities Depository; Transfers Outside Book-Entry Only System. In the event that the Issuer determines that DTC is incapable of discharging its responsibilities described herein and in the Blanket Issuer Letter of Representation of the Issuer to DTC or that it is in the best interest of the beneficial owners of the Bonds that they be able to obtain certificated Bonds, the Issuer shall (i) appoint a successor securities depository, qualified to act as such under Section 17A of the Securities and Exchange Act of 1934, as amended, notify DTC and DTC Participants of the appointment of such successor securities depository and transfer one or more separate Bonds to such successor securities depository or (ii) notify DTC and DTC Participants of the availability through DTC of Bonds and transfer one or more separate Bonds to DTC Participants having Bonds credited to their DTC accounts. In such event, the Bonds shall no longer be restricted to being registered in the Registration Books in the name of Cede & Co., as nominee of DTC, but may be registered in the name of the successor securities depository, or its nominee, or in whatever name or names Registered Owners transferring or exchanging Bonds shall designate, in accordance with the provisions of this Order.

(g) Payments to Cede & Co. Notwithstanding any other provision of this Order to the contrary, so long as any Bond is registered in the name of Cede & Co., as nominee of DTC, all payments with respect to principal of and interest on such Bond and all notices with respect to

such Bond shall be made and given, respectively, in the manner provided in the Blanket Issuer Letter of Representations of the Issuer to DTC.

(h) Cancellation of Initial Bond. On the closing date, the Initial Bond, representing the entire principal amount of the Bonds, payable in stated installments to the initial purchaser designated pursuant to Section 11 hereof or its designee, executed by manual or facsimile signature of the President and Secretary of the Board, approved by the Attorney General, and registered and manually signed by the Comptroller, will be delivered to such initial purchaser or its designee. Upon payment for the Initial Bond, the Paying Agent/Registrar shall cancel the Initial Bond and deliver to DTC on behalf of such initial purchaser one registered definitive Bond for each year of maturity of the Bonds, in the aggregate principal amount of all of the Bonds for such maturity. To the extent that the Paying Agent/Registrar is eligible to participate in DTC's FAST System, pursuant to an agreement between the Paying Agent/Registrar and DTC, the Paying Agent/Registrar shall hold the definitive Bonds in safekeeping for DTC.

Section 5. FORM OF BONDS. The form of the Bonds, including the form of Paying Agent/Registrar's Authentication Certificate, the form of Assignment, and the form of Registration Certificate of the Comptroller to be attached to the Initial Bond, shall be, respectively, substantially as follows, with such appropriate variations, omissions, or insertions as are permitted or required by this Order, and with the Bonds to be completed with information set forth in the Pricing Certificate.

[FORM OF BOND]

[FORM OF FIRST THREE PARAGRAPHS OF CURRENT INTEREST BOND]

NO. R-___ UNITED STATES OF AMERICA PRINCIPAL
STATE OF TEXAS AMOUNT
COUNTY OF ECTOR $_____
ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT
UNLIMITED TAX REFUNDING BOND
[TAXABLE] SERIES 2020-[A/B]

INTEREST RATE	DATE OF BONDS	MATURITY DATE	CUSIP NO.
	_____, 2020		

REGISTERED OWNER:

PRINCIPAL AMOUNT: DOLLARS

ON THE MATURITY DATE specified above, Ector County Independent School District, in Ector County, Texas (the "Issuer"), being a political subdivision of the State of Texas, hereby promises to pay to the Registered Owner set forth above, or registered assigns (hereinafter called the "Registered Owner") the principal amount set forth above, and to pay interest thereon from the Date of Bonds set forth above, on _____ and semiannually thereafter on each

_____ and _____ to the maturity date specified above, at the interest rate per annum specified above; except that if this Bond is required to be authenticated and the date of its authentication is later than the first Record Date (hereinafter defined), such principal amount shall bear interest from the interest payment date next preceding the date of authentication, unless such date of authentication is after any Record Date but on or before the next following interest payment date, in which case such principal amount shall bear interest from such next following interest payment date; provided, however, that if on the date of authentication hereof the interest on the Bond or Bonds, if any, for which this Bond is being exchanged or converted from is due but has not been paid, then this Bond shall bear interest from the date to which such interest has been paid in full.

THE PRINCIPAL OF AND INTEREST ON this Bond are payable in lawful money of the United States of America, without exchange or collection charges. The principal of this Bond shall be paid to the Registered Owner hereof at maturity or prior redemption at the designated corporate trust office of The Bank of New York Mellon Trust Company, National Association, in Dallas, Texas, which is the "Paying Agent/Registrar" for this Bond. The payment of interest on this Bond shall be made by the Paying Agent/Registrar to the Registered Owner hereof on each interest payment date by check or draft, dated as of such interest payment date, drawn by the Paying Agent/Registrar on, and payable solely from, funds of the Issuer required by the order authorizing the issuance of the Bonds (the "Order") to be on deposit with the Paying Agent/Registrar for such purpose as hereinafter provided; and such check or draft shall be sent by the Paying Agent/Registrar by United States mail, first-class postage prepaid, on each such interest payment date, to the Registered Owner hereof, at its address as it appeared on the _____ day of the month next preceding each such date (the "Record Date") on the Registration Books kept by the Paying Agent/Registrar, as hereinafter described. In addition, interest may be paid by such other method, acceptable to the Paying Agent/Registrar, requested by, and at the risk and expense of, the Registered Owner. In the event of a non-payment of interest on a scheduled payment date, and for 30 days thereafter, a new record date for such interest payment (a "Special Record Date") will be established by the Paying Agent/Registrar, if and when funds for the payment of such interest have been received from the Issuer. Notice of the Special Record Date and of the scheduled payment date of the past due interest (which shall be 15 days after the Special Record Date) shall be sent at least five business days prior to the Special Record Date by United States mail, first-class postage prepaid, to the address of each owner of a Bond appearing on the Registration Books at the close of business on the last business day next preceding the date of mailing of such notice.

ANY ACCRUED INTEREST due at maturity shall be paid to the Registered Owner upon presentation and surrender of this Bond for payment at the principal corporate trust office of the Paying Agent/Registrar. The Issuer covenants with the Registered Owner of this Bond that on or before each principal payment date and interest payment date for this Bond it will make available to the Paying Agent/Registrar, from the "Interest and Sinking Fund" created by the Order, the amounts required to provide for the payment, in immediately available funds, of all principal of and interest on the Bonds, when due.

[FORM OF FIRST TWO PARAGRAPHS OF CAPITAL APPRECIATION BOND]

NO. CR-__ UNITED STATES OF AMERICA MATURITY
STATE OF TEXAS AMOUNT
COUNTY OF ECTOR $_____
ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT
UNLIMITED TAX REFUNDING BOND
[TAXABLE] SERIES 2020-[A/B]

INTEREST RATE	ISSUANCE DATE	MATURITY DATE	CUSIP NO.
	_____, 2020		

REGISTERED OWNER:

MATURITY AMOUNT: DOLLARS

ON THE MATURITY DATE specified above, Ector County Independent School District, in Ector County, Texas (the "Issuer"), being a political subdivision of the State of Texas, hereby promises to pay to the Registered Owner set forth above, or registered assigns (hereinafter called the "registered owner") the Maturity Amount in the amount set forth above, representing the principal amount hereof and accrued and compounded interest hereon. Interest shall accrue on the principal amount hereof from the Issuance Date at the interest rate per annum specified above, compounded semiannually on _____ and _____ of each year commencing _____. For convenience of reference, a table appears on the back of this Bond showing the "Accreted Value" of the original principal amount plus initial premium, if any, per $5,000 Maturity Amount compounded semiannually at the yield shown on such table.

THE MATURITY AMOUNT of this Bond is payable in lawful money of the United States of America, without exchange or collection charges. The Maturity Amount of this Bond shall be paid to the registered owner hereof at maturity or prior redemption at the designated corporate trust office of The Bank of New York Mellon Trust Company, National Association in Dallas, Texas, which is the "Paying Agent/Registrar" for this Bond, and shall be drawn by the Paying Agent/Registrar on, and payable solely from, funds of the Issuer required by the order authorizing the issuance of the Bonds (the "Order") to be on deposit with the Paying Agent/Registrar for such purpose as hereinafter provided, payable to the registered owner hereof, as it appears on the Registration Books kept by the Paying Agent/Registrar, as hereinafter described. The Issuer covenants with the registered owner of this Bond that on or before the Maturity Date for this Bond it will make available to the Paying Agent/Registrar, from the "Interest and Sinking Fund" created by the Order, the amounts required to provide for the payment, in immediately available funds of the Maturity Amount, when due.

[FORM OF REMAINDER OF EACH BOND]

IF THE DATE for any payment due on this Bond shall be a Saturday, Sunday, a legal holiday, or a day on which banking institutions in the city where the principal corporate trust office of the Paying Agent/Registrar is located are authorized by law or executive order to close, then the date for such payment shall be the next succeeding day which is not such a Saturday, Sunday, legal

holiday, or day on which banking institutions are authorized to close, and payment on such date shall have the same force and effect as if made on the original date payment was due.

THIS BOND is one of a Series of Bonds dated as of _____, 2020, authorized in accordance with the Constitution and laws of the State of Texas in the principal amount of $_____ for the public purpose of providing funds to refund a portion of the Issuer's outstanding indebtedness payable from ad valorem taxes, and to pay the costs incurred in connection with the issuance of the Bonds.

ON _____, or on any date thereafter, the Bonds of this series may be redeemed prior to their scheduled maturities, at the option of the Issuer, with funds derived from any available and lawful source, as a whole, or in part, and, if in part, the particular Bonds, or portions thereof, to be redeemed shall be selected and designated by the Issuer (provided that a portion of a Bond may be redeemed only in an integral multiple of $5,000), at a redemption price equal to the principal amount to be redeemed plus accrued interest to the date fixed for redemption.

THE CURRENT INTEREST BONDS scheduled to mature on _____ in the years ____ and ____ (the "Term Current Interest Bonds") are subject to scheduled mandatory redemption by the Paying Agent/Registrar by lot, or by any other customary method that results in a random selection, at a price equal to the principal amount thereof, plus accrued interest to the redemption date, out of moneys available for such purpose in the interest and sinking fund for the Bonds, on the dates and in the respective principal amounts, set forth in the following schedule:

Term Current Interest Bond Maturing _____, 20__		Term Current Interest Bond Maturing _____, 20__		Term Current Interest Bond Maturing _____, 20__	
Date	Principal Amount	Date	Principal Amount	Date	Principal Amount
(1)		(1)		(1)	

(1) Stated maturity

The principal amount of Term Current Interest Bonds of a stated maturity required to be redeemed on any mandatory redemption date pursuant to the operation of the mandatory sinking fund redemption provisions shall be reduced, at the option of the Issuer, by the principal amount of any Term Current Interest Bonds of the same maturity which, at least 45 days prior to a mandatory redemption date (1) shall have been acquired by the Issuer at a price not exceeding the principal amount of such Term Current Interest Bonds plus accrued interest to the date of purchase thereof, and delivered to the Paying Agent/Registrar for cancellation, (2) shall have been purchased and canceled by the Paying Agent/Registrar at the request of the Issuer at a price not exceeding the principal amount of such Term Current Interest Bonds plus accrued interest to the date of purchase, or (3) shall have been redeemed pursuant to the optional redemption provisions and not theretofore credited against a mandatory redemption requirement.

AT LEAST 30 DAYS prior to the date fixed for any redemption of Bonds or portions thereof prior to maturity a written notice of such redemption shall be sent by the Paying Agent/Registrar by United States mail, first-class postage prepaid, to the Registered Owner of each Bond to be redeemed at its address as it appeared at the close of business on the business day next preceding the date of mailing such notice and to major securities depositories, national bond rating agencies and bond information services; provided, however, that the failure of the Registered Owner to receive such notice, or any defect therein or in the sending or mailing thereof, shall not affect the validity or effectiveness of the proceedings for the redemption of any Bond. By the date fixed for any such redemption, due provision shall be made with the Paying Agent/Registrar for the payment of the required redemption price for the Bonds or portions thereof which are to be so redeemed. If such written notice of redemption is sent and if due provision for such payment is made, all as provided above, the Bonds or portions thereof which are to be so redeemed thereby automatically shall be treated as redeemed prior to their scheduled maturities, and they shall not bear interest after the date fixed for redemption, and they shall not be regarded as being outstanding except for the right of the Registered Owner to receive the redemption price from the Paying Agent/Registrar out of the funds provided for such payment. If a portion of any Bond shall be redeemed, a substitute Bond or Bonds having the same maturity date, bearing interest at the same rate, in any denomination or denominations in any integral multiple of $5,000, at the written request of the Registered Owner, and in aggregate amount equal to the unredeemed portion thereof, will be issued to the Registered Owner upon the surrender thereof for cancellation, at the expense of the Issuer, all as provided in the Order.

IF AT THE TIME OF MAILING of notice of optional redemption there shall not have either been deposited with the Paying Agent/Registrar or legally authorized escrow agent immediately available funds sufficient to redeem all the Bonds called for redemption, such notice must state that it is conditional, and is subject to the deposit of the redemption moneys with the Paying Agent/Registrar or legally authorized escrow agent at or prior to the redemption date, and such notice shall be of no effect unless such moneys are so deposited on or prior to the redemption date. If such redemption is not effectuated, the Paying Agent/Registrar shall, within 5 days thereafter, give notice in the manner in which the notice of redemption was given that such moneys were not so received and shall rescind the redemption.

ALL BONDS OF THIS SERIES are issuable solely as fully registered Bonds, without interest coupons, with respect to Current Interest Bonds, in the denomination of $5,000 in principal amount or any integral multiple thereof, and with respect to Capital Appreciation Bonds, in the denomination of $5,000 in Maturity Amount or any integral multiple thereof. As provided in the Order, this Bond may, at the request of the Registered Owner or the assignee or assignees hereof, be assigned, transferred, converted into and exchanged for a like aggregate amount of fully registered Bonds, without interest coupons, payable to the appropriate Registered Owner, assignee or assignees, as the case may be, having any authorized denomination or denominations as requested in writing by the appropriate Registered Owner, assignee or assignees, as the case may be, upon written request to the Paying Agent/Registrar, all in accordance with the form and procedures set forth in the Order. Among other requirements for such assignment and transfer, the Paying Agent/Registrar must be provided with proper instruments of assignment, in form and with guarantee of signatures satisfactory to the Paying Agent/Registrar, evidencing assignment of this Bond or any portion or portions hereof in any authorized denomination to the assignee or

assignees in whose name or names this Bond or any such portion or portions hereof is or are to be registered. The form of Assignment printed or endorsed on this Bond may be executed by the Registered Owner to evidence the assignment hereof, but such method is not exclusive, and other instruments of assignment satisfactory to the Paying Agent/Registrar may be used to evidence the assignment of this Bond or any portion or portions hereof from time to time by the Registered Owner. The Paying Agent/Registrar's reasonable standard or customary fees and charges for assigning, transferring, converting and exchanging any Bond or portion thereof will be paid by the Issuer. In any circumstance, any taxes or governmental charges required to be paid with respect thereto shall be paid by the one requesting such assignment, transfer, conversion or exchange, as a condition precedent to the exercise of such privilege. The Paying Agent/Registrar shall not be required to make any such transfer or exchange with respect to Current Interest Bonds (i) during the period commencing with the close of business on any Record Date and ending with the opening of business on the next following principal or interest payment date, or (ii) with respect to any Bond or any portion thereof called for redemption prior to maturity, within 45 days prior to its redemption date.

IN THE EVENT any Paying Agent/Registrar for the Bonds is changed by the Issuer, resigns, or otherwise ceases to act as such, the Issuer has covenanted in the Order that it promptly will appoint a competent and legally qualified substitute therefor, and cause written notice thereof to be mailed to the Registered Owners of the Bonds.

IT IS HEREBY certified, recited, and covenanted that this Bond has been duly and validly authorized, issued, and delivered; that all acts, conditions, and things required or proper to be performed, exist, and be done precedent to or in the authorization, issuance and delivery of this Bond have been performed, existed, and been done in accordance with law; that this Bond is a general obligation of the Issuer, issued on the full faith and credit thereof; and that ad valorem taxes sufficient to provide for the payment of the interest on and principal of this Bond, as such interest comes due, and as such principal matures, have been levied and ordered to be levied against all taxable property in the Issuer, and have been pledged for such payment, without legal limit as to rate or amount.

THE ISSUER ALSO HAS RESERVED THE RIGHT to amend the Order as provided therein, and under some (but not all) circumstances amendments thereto must be approved by the Registered Owners of a majority in aggregate principal amount of the outstanding Bonds.

BY BECOMING the Registered Owner of this Bond, the Registered Owner thereby acknowledges all of the terms and provisions of the Order, agrees to be bound by such terms and provisions, acknowledges that the Order is duly recorded and available for inspection in the official minutes and records of the governing body of the Issuer, and agrees that the terms and provisions of this Bond and the Order constitute a contract between each Registered Owner hereof and the Issuer.

IN WITNESS WHEREOF, the Issuer has caused this Bond to be signed with the manual or facsimile signature of the President of the Board of Trustees of the Issuer and countersigned with the manual or facsimile signature of the Secretary of the Board of Trustees of the Issuer, and has caused the official seal of the Issuer to be duly impressed, or placed in facsimile, on this Bond.

(signature)
Secretary, Board of Trustees

(signature)
President, Board of Trustees

(SEAL)

[FORM OF PAYING AGENT/REGISTRAR'S AUTHENTICATION CERTIFICATE]

PAYING AGENT/REGISTRAR'S AUTHENTICATION CERTIFICATE
(To be executed if this Bond is not accompanied by an
executed Registration Certificate of the Comptroller
of Public Accounts of the State of Texas)

It is hereby certified that this Bond has been issued under the provisions of the Order described in the text of this Bond; and that this Bond has been issued in conversion or replacement of, or in exchange for, a bond, bonds, or a portion of a bond or bonds of a Series which originally was approved by the Attorney General of the State of Texas and registered by the Comptroller of Public Accounts of the State of Texas.

Dated _____

The Bank of New York Mellon Trust Company,
National Association,
Paying Agent/Registrar

By _____
Authorized Representative

[FORM OF ASSIGNMENT]

ASSIGNMENT

For value received, the undersigned hereby sells, assigns, and transfers unto

_____

_____

Please insert Social Security or Taxpayer Identification Number of Transferee:

_____

Please print or typewrite name and address, including zip code of Transferee:

_____

the within Bond and all rights thereunder, and hereby irrevocably constitutes and appoints _____, attorney, to register the transfer of the within Bond on the books kept for registration thereof, with full power of substitution in the premises.

Dated: _____

Signature Guaranteed:

_____

NOTICE: Signature(s) must be guaranteed by an eligible guarantor institution participating in a securities transfer association recognized signature guarantee program.

_____

NOTICE: The signature above must correspond with the name of the Registered Owner as it appears upon the front of this Bond in every particular, without alteration or enlargement or any change whatsoever.

[FORM OF REGISTRATION CERTIFICATE OF
THE COMPTROLLER OF PUBLIC ACCOUNTS]

COMPTROLLER'S REGISTRATION CERTIFICATE: REGISTER NO. _____

I hereby certify that there is on file and of record in my office a true and correct copy of the opinion of the Attorney General of the State of Texas approving this Bond and that this Bond has been registered this day by me.

Witness my signature and seal this

xxxxxxx
Comptroller of Public Accounts
of the State of Texas

(COMPTROLLER'S SEAL)

[FORM OF PSF CERTIFICATE]

PSF CERTIFICATE

Under the authority granted by Article 7, Section 5 of the Texas Constitution and Subchapter C of Chapter 45 of the Texas Education Code, the payment, when due, of the principal of and interest on the issuance by the Ector County Independent School District of its Unlimited Tax Refunding Bonds, [Taxable] Series 2020-[A/B], dated _____, 2020, in the principal amount of $_____ is guaranteed by the corpus of the Permanent School Fund of the State pursuant to the bond guarantee program administered by the Texas Education Agency. This guarantee shall be removed in its entirety upon defeasance of such bonds.

Reference is hereby made to the continuing disclosure agreement of the Texas Education Agency, set forth in Section I of the Agency's Investment Procedure Manual and the Agency's commitment letter for the guarantee. Such disclosure agreement has been made with respect to the bond guarantee program, in accordance with Rule 15c2-12 of the United States Securities and Exchange Commission, for the benefit of the holders and beneficial owners of the bonds.

In witness thereof I have caused my signature to be placed in facsimile on this bond.

[INSERTIONS FOR INITIAL CURRENT INTEREST BOND]

The Initial Current Interest Bond shall be in the form set forth above, except that:

A. immediately under the name of the Bond, the headings "INTEREST RATE" and "MATURITY DATE" shall both be completed with the words "As shown below" and "CUSIP NO. _____" shall be deleted.

B. the first paragraph shall be deleted and the following will be inserted:

"ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT, in Ector County, Texas (the "Issuer"), being a political subdivision of the State of Texas, hereby promises to pay to the Registered Owner set forth above, or registered assigns (hereinafter called the "Registered Owner"), on the dates, in the principal amounts and bearing interest at the per annum rates set forth in the following schedule:

Maturity Date	Principal Amount	Interest Rate

(Information for the Current Interest Bonds from Pricing Certificate to be inserted)

The Issuer promises to pay interest on the unpaid principal amount hereof (calculated on the basis of a 360-day year of twelve 30-day months) from the _____ set forth above, on _____ and semiannually thereafter on each _____ and _____ to the respective maturity date specified above, at the respective interest rate per annum specified above; except that if this Bond is required to be authenticated and the date of its authentication is later than the first Record Date (hereinafter defined), such principal amount shall bear interest from the interest payment date next preceding the date of authentication, unless such date of authentication is after any Record Date but on or before the next following interest payment date, in which case such principal amount shall bear interest from such next following interest payment date; provided, however, that if on the date of authentication hereof the interest on the Bond or Bonds, if any, for which this Bond is being exchanged or converted from is due but has not been paid, then this Bond shall bear interest from the date to which such interest has been paid in full."

C. The initial Current Interest Bond shall be numbered "TR-1."

[INSERTIONS FOR INITIAL CAPITAL APPRECIATION BOND]

The initial Capital Appreciation Bond shall be in the form set forth in subsection (a) of this Section, except that:

A. immediately under the name of the Bond, the headings "INTEREST RATE" and "MATURITY DATE" shall both be completed with the words "As shown below" and "CUSIP NO. _____" shall be deleted.

B. the first paragraph shall be deleted and the following will be inserted:

"ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT, in Ector County, Texas (the "Issuer"), being a political subdivision of the State of Texas, hereby promises to pay to the Registered Owner set forth above, or registered assigns (hereinafter called the "Registered Owner"), on the dates, in the Maturity Amounts and bearing interest at the per annum rates set forth in the following schedule:

Maturity Date	Original Principal Amount($)	Maturity Amount($)	Interest Rate(%)

(Information for the Capital Appreciation Bonds from Pricing Certificate to be inserted)

The amount shown above as the Maturity Amount represents the principal amount hereof and accrued and compounded interest hereon. Interest shall accrue on the principal amounts hereof from the Issuance Date at the respective interest rate per annum specified above, compounded semiannually on _____ and _____of each year, commencing _____. For convenience of reference, a table appears on the back of this Bond showing the "Accreted Value" of the original principal amounts plus initial premium, if any, per $5,000 Maturity Amount compounded semiannually at the respective yields shown on such table."

C. The initial Capital Appreciation Bond shall be numbered "TCAB-1."

Section 6. TAX LEVY.

(a) A special Interest and Sinking Fund (the "Interest and Sinking Fund") is hereby created solely for the benefit of the Bonds, and the Interest and Sinking Fund shall be established and maintained by the Issuer at an official depository bank of the Issuer. The Interest and Sinking Fund shall be kept separate and apart from all other funds and accounts of the Issuer, and shall be used only for paying the interest on and principal of the Bonds. All ad valorem taxes levied and collected for and on account of the Bonds, together with any accrued interest received from the initial purchasers of the Bonds, shall be deposited, as collected, to the credit of the Interest and Sinking Fund. During each year while any of the Bonds or interest thereon are outstanding and unpaid, the governing body of the Issuer shall compute and ascertain a rate and amount of ad valorem tax which will be sufficient to raise and produce the money required to pay the interest on the Bonds as such interest comes due, and to provide and maintain a sinking fund adequate to pay the principal of its Bonds as such principal matures; and said tax shall be based on the latest approved tax rolls of the Issuer, with full allowance being made for tax delinquencies and the cost of tax collection. Said rate and amount of ad valorem tax is hereby levied, and is hereby ordered to be levied, against all taxable property in the Issuer for each year while any of the Bonds or interest thereon are outstanding and unpaid; and said tax shall be assessed and collected each such year and deposited to the credit of the aforesaid Interest and Sinking Fund. Said ad valorem taxes sufficient to provide for the payment of the interest on and principal of the Bonds as such interest comes due and such principal matures are hereby pledged for such payment, without limit as to rate or amount.

(b) Chapter 1208, Government Code, applies to the issuance of the Bonds and the pledge of the taxes granted by the Issuer under this Section, and is therefore valid, effective, and perfected. If State law is amended at any time while the Bonds are outstanding and unpaid such that the pledge of the taxes granted by the Issuer under this Section is to be subject to the filing requirements of Chapter 9, Business & Commerce Code, then in order to preserve to the Registered Owners of the Bonds the perfection of the security interest in said pledge, the Issuer agrees to take such measures as it determines are reasonable and necessary under State law to comply with the

applicable provisions of Chapter 9, Business & Commerce Code and enable a filing to perfect the security interest in said pledge to occur.

Section 7. DEFEASANCE OF BONDS.

(a) Any Bond and the interest thereon shall be deemed to be paid, retired, and no longer outstanding (a "Defeased Bond") within the meaning of this Order, except to the extent provided in subsection (d) of this Section, when payment of the principal of such Bond, plus interest thereon to the due date (whether such due date be by reason of maturity or otherwise) either (i) shall have been made or caused to be made in accordance with the terms thereof, or (ii) shall have been provided for on or before such due date by irrevocably depositing with or making available to the Paying Agent/Registrar in accordance with an escrow agreement or other instrument (the "Future Escrow Agreement") for such payment (1) lawful money of the United States of America sufficient to make such payment or (2) Defeasance Securities that mature as to principal and interest in such amounts and at such times as will insure the availability, without reinvestment, of sufficient money to provide for such payment, and when proper arrangements have been made by the Issuer with the Paying Agent/Registrar for the payment of its services until all Defeased Bonds shall have become due and payable. At such time as a Bond shall be deemed to be a Defeased Bond hereunder, as aforesaid, such Bond and the interest thereon shall no longer be secured by, payable from, or entitled to the benefits of, the ad valorem taxes herein levied and pledged as provided in this Order, and such principal and interest shall be payable solely from such money or Defeasance Securities, and thereafter the Issuer will have no further responsibility with respect to amounts available to the Paying Agent/Registrar (or other financial institution permitted by applicable law) for the payment of such Defeased Bonds, including any insufficiency therein caused by the failure of the Paying Agent/Registrar (or other financial institution permitted by applicable law) to receive payment when due on the Defeasance Securities. Notwithstanding any other provision of this Order to the contrary, it is hereby provided that any determination not to redeem Defeased Bonds that is made in conjunction with the payment arrangements specified in (a)(i) or (ii) of this Section shall not be irrevocable, provided that: (1) in the proceedings providing for such payment arrangements, the Issuer expressly reserves the right to call the Defeased Bonds for redemption; (2) gives notice of the reservation of that right to the owners of the Defeased Bonds immediately following the making of the payment arrangements; and (3) directs that notice of the reservation be included in any redemption notices that it authorizes.

(b) Any moneys so deposited with the Paying Agent/Registrar may at the written direction of the Issuer also be invested in Defeasance Securities, maturing in the amounts and times as hereinbefore set forth, and all income from such Defeasance Securities received by the Paying Agent/Registrar that is not required for the payment of the Bonds and interest thereon, with respect to which such money has been so deposited, shall be turned over to the Issuer, or deposited as directed in writing by the Issuer. Any Future Escrow Agreement pursuant to which the money and/or Defeasance Securities are held for the payment of Defeased Bonds may contain provisions permitting the investment or reinvestment of such moneys in Defeasance Securities or the substitution of other Defeasance Securities upon the satisfaction of the requirements specified in (a)(i) or (ii) of this Section. All income from such Defeasance Securities received by the Paying Agent/Registrar which is not required for the payment of the Defeased Bonds, with respect to

which such money has been so deposited, shall be remitted to the Issuer or deposited as directed in writing by the Issuer.

(c) The term "Defeasance Securities" means any securities and obligations now or hereafter authorized by State law that are eligible to discharge obligations such as the Bonds.

(d) Until all Defeased Bonds shall have become due and payable, the Paying Agent/Registrar shall perform the services of Paying Agent/Registrar for such Defeased Bonds the same as if they had not been defeased, and the Issuer shall make proper arrangements to provide and pay for such services as required by this Order.

(e) In the event that the Issuer elects to defease less than all of the principal amount of Bonds of a maturity, the Paying Agent/Registrar shall select, or cause to be selected, such amount of Bonds by such random method as it deems fair and appropriate.

Section 8. DAMAGED, MUTILATED, LOST, STOLEN, OR DESTROYED BONDS.

(a) Replacement Bonds. In the event any outstanding Bond is damaged, mutilated, lost, stolen, or destroyed, the Paying Agent/Registrar shall cause to be printed, executed, and delivered, a new bond of the same principal amount, maturity, and interest rate, as the damaged, mutilated, lost, stolen, or destroyed Bond, in replacement for such Bond in the manner hereinafter provided.

(b) Application for Replacement Bonds. Application for replacement of damaged, mutilated, lost, stolen, or destroyed Bonds shall be made by the Registered Owner thereof to the Paying Agent/Registrar. In every case of loss, theft, or destruction of a Bond, the Registered Owner applying for a replacement bond shall furnish to the Issuer and to the Paying Agent/Registrar such security or indemnity as may be required by them to save each of them harmless from any loss or damage with respect thereto. Also, in every case of loss, theft, or destruction of a Bond, the Registered Owner shall furnish to the Issuer and to the Paying Agent/Registrar evidence to their satisfaction of the loss, theft, or destruction of such Bond. In every case of damage or mutilation of a Bond, the Registered Owner shall surrender to the Paying Agent/Registrar for cancellation the Bond so damaged or mutilated.

(c) No Default Occurred. Notwithstanding the foregoing provisions of this Section, in the event any such Bond shall have matured, and no default has occurred which is then continuing in the payment of the principal of or interest on the Bond, the Issuer may authorize the payment of the same (without surrender thereof except in the case of a damaged or mutilated Bond) instead of issuing a replacement Bond, provided security or indemnity is furnished as above provided in this Section.

(d) Charge for Issuing Replacement Bonds. Prior to the issuance of any replacement bond, the Paying Agent/Registrar shall charge the Registered Owner of such Bond with all legal, printing, and other expenses in connection therewith. Every replacement bond issued pursuant to the provisions of this Section by virtue of the fact that any Bond is lost, stolen, or destroyed shall constitute a contractual obligation of the Issuer whether or not the lost, stolen, or destroyed Bond

shall be found at any time, or be enforceable by anyone, and shall be entitled to all the benefits of this Order equally and proportionately with any and all other Bonds duly issued under this Order.

(e) Authority for Issuing Replacement Bonds. In accordance with Subchapter B, Chapter 1206, Texas Government Code, this Section shall constitute authority for the issuance of any such replacement bond without necessity of further action by the governing body of the Issuer or any other body or person, and the duty of the replacement of such bonds is hereby authorized and imposed upon the Paying Agent/Registrar, and the Paying Agent/Registrar shall authenticate and deliver such Bonds in the form and manner and with the effect, as provided in Section 4(a) of this Order for Bonds issued in conversion and exchange for other Bonds.

Section 9. CUSTODY, APPROVAL, AND REGISTRATION OF BONDS; BOND COUNSEL'S OPINION, CUSIP NUMBERS, AND CONTINGENT INSURANCE PROVISION, IF OBTAINED. The Pricing Officer is hereby authorized to have control of the Initial Bond and all necessary records and proceedings pertaining to the Bonds pending its delivery and investigation, examination, and approval by the Attorney General, and its registration by the Comptroller. Upon registration of the Initial Bond said Comptroller (or a deputy designated in writing to act for said Comptroller) shall manually sign the Comptroller's Registration Certificate attached to the Initial Bond, and the seal of said Comptroller shall be impressed, or placed in facsimile, on such Comptroller's Registration Certificate. The approving legal opinion of Bond Counsel and the assigned CUSIP numbers may, at the option of the Issuer, be printed on the Bonds issued and delivered under this Order, but neither shall have any legal effect, and shall be solely for the convenience and information of the Registered Owners of the Bonds.

Section 10. COVENANTS REGARDING TAX EXEMPTION OF INTEREST ON THE BONDS. The covenants of the Issuer contained in this Section 10 shall apply only if the Pricing Officer determines in the applicable Pricing Certificate that such Bonds shall be treated as obligations for purposes of section 103 of the Code. Conditioned upon such affirmative determination by the Pricing Office in the applicable Pricing Certificate, the Issuer hereby covenants to take any action necessary to assure, or refrain from any action which would adversely affect, the treatment of the Bonds as obligations described in section 103 of the Code, the interest on which is not includable in the "gross income" of the holder for purposes of federal income taxation. In furtherance thereof, the Issuer covenants as follows:

(a) to take any action to assure that no more than 10 percent of the proceeds of the Bonds or the projects financed therewith (less amounts deposited to a reserve fund, if any) are used for any "private business use," as defined in section 141(b)(6) of the Code or, if more than 10 percent of the proceeds or the projects financed therewith are so used, such amounts, whether or not received by the Issuer, with respect to such private business use, do not, under the terms of this Order or any underlying arrangement, directly or indirectly, secure or provide for the payment of more than 10 percent of the debt service on the Bonds, in contravention of section 141(b)(2) of the Code;

(b) to take any action to assure that in the event that the "private business use" described in subsection (a) hereof exceeds 5 percent of the proceeds of the Bonds or the projects financed therewith (less amounts deposited into a reserve fund, if any) then the amount in excess of 5 percent

is used for a "private business use" which is "related" and not "disproportionate," within the meaning of section 141(b)(3) of the Code, to the governmental use;

(c) to take any action to assure that no amount which is greater than the lesser of $5,000,000, or 5 percent of the proceeds of the Bonds (less amounts deposited into a reserve fund, if any) is directly or indirectly used to finance loans to persons, other than state or local governmental units, in contravention of section 141(c) of the Code;

(d) to refrain from taking any action which would otherwise result in the Bonds being treated as "private activity bonds" within the meaning of section 141(b) of the Code;

(e) to refrain from taking any action that would result in the Bonds being "federally guaranteed" within the meaning of section 149(b) of the Code;

(f) to refrain from using any portion of the proceeds of the Bonds, directly or indirectly, to acquire or to replace funds which were used, directly or indirectly, to acquire investment property (as defined in section 148(b)(2) of the Code) which produces a materially higher yield over the term of the Bonds, other than investment property acquired with —

(1) proceeds of the Bonds invested for a reasonable temporary period of 3 years or less, or, in the case of refunding bonds, for a period of 90 days or, until such proceeds are needed for the purpose for which the Bonds or refunding bonds are issued,

(2) amounts invested in a bona fide debt service fund, within the meaning of section 1.148-1(b) of the Treasury Regulations, and

(3) amounts deposited in any reasonably required reserve or replacement fund to the extent such amounts do not exceed 10 percent of the proceeds of the Bonds;

(g) to otherwise restrict the use of the proceeds of the Bonds or amounts treated as proceeds of the Bonds, as may be necessary, so that the Bonds do not otherwise contravene the requirements of section 148 of the Code (relating to arbitrage);

(h) to refrain from using the proceeds of the Bonds or proceeds of any prior bonds to pay debt service on another issue more than 90 days after the date of issue of the Bonds in contravention of the requirements of section 149(d) of the Code (relating to advance refundings); and

(i) to pay to the United States of America at least once during each five-year period (beginning on the Issuance Date) an amount that is at least equal to 90 percent of the "Excess Earnings," within the meaning of section 148(f) of the Code and to pay to the United States of America, not later than 60 days after the Bonds have been paid in full, 100 percent of the amount then required to be paid as a result of Excess Earnings under section 148(f) of the Code.

In order to facilitate compliance with the above covenant (i), a "Rebate Fund" is hereby established by the Issuer for the sole benefit of the United States of America, and such fund shall

not be subject to the claim of any other person, including without limitation the bondholders. The Rebate Fund is established for the additional purpose of compliance with section 148 of the Code.

The Issuer understands that the term "proceeds" includes "disposition proceeds" as defined in the Treasury Regulations and, in the case of refunding bonds, transferred proceeds (if any) and proceeds of the refunded bonds expended prior to the date of issuance of the Bonds. It is the understanding of the Issuer that the covenants contained herein are intended to assure compliance with the Code and any Treasury Regulations or rulings promulgated pursuant thereto. In the event that regulations or rulings are hereafter promulgated which modify or expand provisions of the Code, as applicable to the Bonds, the Issuer will not be required to comply with any covenant contained herein to the extent that such failure to comply, in the opinion of nationally recognized bond counsel, will not adversely affect the exemption from federal income taxation of interest on the Bonds under section 103 of the Code. In the event that regulations or rulings are hereafter promulgated which impose additional requirements which are applicable to the Bonds, the Issuer agrees to comply with the additional requirements to the extent necessary, in the opinion of nationally recognized bond counsel, to preserve the exemption from federal income taxation of interest on the Bonds under section 103 of the Code. In furtherance of such intention, the Issuer hereby authorizes and directs the Pricing Officer to execute any documents, certificates, or reports required by the Code and to make such elections, on behalf of the Issuer, which may be permitted by the Code as are consistent with the purpose for the issuance of the Bonds.

Section 11. SALE OF BONDS; OFFICIAL STATEMENT.

(a) The Bonds shall be sold and delivered subject to the provisions of Sections 1 and 3 and pursuant to the terms and provisions of a purchase contract (the "Purchase Agreement") which the Pricing Officer is hereby authorized to execute and deliver and in which the initial purchaser or purchasers (the "Underwriters") of the Bonds shall be designated. The Initial Bond shall be registered in the name of the purchaser thereof as set forth in the Pricing Certificate.

(b) The Pricing Officer is hereby authorized, in the name and on behalf of the Issuer, to approve, distribute, and deliver a preliminary official statement and a final official statement relating to the Bonds to be used by the Underwriters in the marketing of the Bonds.

Section 12. REDEMPTION OF REFUNDED OBLIGATIONS.

(a) Subject to execution and delivery of the Purchase Agreement with the Underwriters, the Issuer hereby directs that the Refunded Obligations be called for redemption on the dates and at the prices set forth in the Pricing Certificate.

(b) The paying agent/registrar for the Refunded Obligations is hereby directed to provide the appropriate notice of redemption as required by the Refunded Obligations and is hereby directed to make appropriate arrangements so that the Refunded Obligations may be redeemed on the redemption dates.

(c) If the redemption of the Refunded Obligations results in the partial refunding of any maturity of the Refunded Obligations, the Pricing Officer shall direct the paying agent/registrar

for the Refunded Obligations to designate at random and by lot which of the Refunded Obligations will be payable from and secured solely from ad valorem taxes of the Issuer pursuant to the order of the Issuer authorizing the issuance of such Refunded Obligations (the "Refunded Bond Order"). For purposes of such determination and designation, all Refunded Obligations registered in denominations greater than $5,000 in principal amount shall be considered to be registered in separate $5,000 denominations. The paying agent/registrar shall notify by first-class mail all Registered Owners of all affected bonds of such maturities that: (i) a portion of such bonds have been refunded and are secured until final maturity solely with cash and investments maintained by the Escrow Agent in the Escrow Fund, (ii) the principal amount of all affected bonds of such maturities registered in the name of such Registered Owner that have been refunded and are payable solely from cash and investments in the Escrow Fund and the remaining principal amount of all affected bonds of such maturities registered in the name of such Registered Owner, if any, have not been refunded and are payable and secured solely from ad valorem taxes of the Issuer described in the Refunded Obligation Order, (iii) the Registered Owner is required to submit his or her Refunded Obligations to the paying agent/registrar, for the purposes of re-registering such Registered Owner's bonds and assigning new CUSIP numbers in order to distinguish the source of payment for the principal and interest on such bonds, and (iv) payment of principal of and interest on such bonds may, in some circumstances, be delayed until such bonds have been re-registered and new CUSIP numbers have been assigned as required by (iii) above.

(d) The source of funds for payment of the principal of and interest on the Refunded Obligations on their respective maturity or redemption dates shall be from the funds deposited with the Escrow Agent, pursuant to the Escrow Agreement.

Section 13. FURTHER PROCEDURES.

(a) The President or Vice President and Secretary of the Board, the Pricing Officer and all other officers, employees and agents of the Issuer, and each of them, shall be and they are hereby expressly authorized, empowered and directed from time to time and at any time to do and perform all such acts and things and to execute, acknowledge and deliver in the name and under the corporate seal and on behalf of the Issuer a Paying Agent/Registrar Agreement with the Paying Agent/Registrar and all other instruments, whether or not herein mentioned, as may be necessary or desirable in order to carry out the terms and provisions of this Order, the Blanket Issuer Letter of Representations with DTC, the Bonds, the sale of the Bonds and the Official Statement. Notwithstanding anything to the contrary contained herein, while the Bonds are subject to DTC's Book-Entry Only System and to the extent permitted by law, the Blanket Issuer Letter of Representations of the Issuer to DTC is hereby incorporated herein and its provisions shall prevail over any other provisions of this Order in the event of conflict. In case any officer whose signature shall appear on any Bond shall cease to be such officer before the delivery of such Bond, such signature shall nevertheless be valid and sufficient for all purposes the same as if such officer had remained in office until such delivery.

(b) The obligation of the initial purchasers to accept delivery of the Bonds is subject to the initial purchasers being furnished with the final, approving opinion of Bond Counsel, which opinion shall be dated as of the Issuance Date. The engagement of such firm as bond counsel to the Issuer in connection with issuance, sale and delivery of the Bonds is hereby approved and

confirmed. The execution and delivery of an engagement letter between the Issuer and such firm, with respect to such services as bond counsel, is hereby authorized in such form as may be approved by the President of the Board or the Pricing Officer and the President or Pricing Officer are hereby authorized to execute such engagement letter.

Section 14. COMPLIANCE WITH RULE 15c2-12.

(a) Annual Reports.

(i) The Issuer shall provide annually to the MSRB, in an electronic format as prescribed by the MSRB, within 6 months after the end of each fiscal year, the quantitative financial information and operating data with respect to the Issuer of the general type included in the Official Statement as set forth in the Pricing Certificate. The Issuer shall additionally provide audited financial statements within 12 months after the end of each fiscal year ending in or after 2020. If the audit of such financial statements is not complete within 12 months after any such fiscal year end, then the Issuer shall file unaudited financial information of the type described in the numbered tables above by the required time and audited financial statements for the applicable fiscal year, when and if the audit report on such statements becomes available. Any financial statements provided shall be prepared in accordance with the accounting principles described in the Issuer's annual audited financial statements, or such other accounting principles as the Issuer may be required to employ from time to time pursuant to state law or regulation.

(ii) If the Issuer changes its fiscal year, it will notify the MSRB of the change (and of the date of the new fiscal year end) prior to the next date by which the Issuer otherwise would be required to provide financial information and operating data pursuant to this Section. The financial information and operating data to be provided pursuant to this Section may be set forth in full in one or more documents or may be included by specific reference to any documents available to the public on the MSRB's internet website or filed with the SEC.

(b) Event Notices. The Issuer shall notify the MSRB, in a timely manner not in excess of ten business days after the occurrence of the event, of any of the following events with respect to the Bonds:

1. Principal and interest payment delinquencies;
2. Non-payment related defaults, if material;
3. Unscheduled draws on debt service reserves reflecting financial difficulties;
4. Unscheduled draws on credit enhancements reflecting financial difficulties;
5. Substitution of credit or liquidity providers, or their failure to perform;
6. Adverse tax opinions, the issuance by the Internal Revenue Service of proposed or final determinations of taxability, Notices of Proposed Issue (IRS Form 5701-TEB) or other material notices or determinations with respect to the tax status of the Bonds, or other material events affecting the tax status of the Bonds;
7. Modifications to rights of holders of the Bonds, if material;
8. Bond calls, if material, and tender offers;

9. Defeasances;
10. Release, substitution, or sale of property securing repayment of the Bonds, if material;
11. Rating changes;
12. Bankruptcy, insolvency, receivership or similar event of the Issuer;
13. The consummation of a merger, consolidation, or acquisition involving the Issuer or the sale of all or substantially all of the assets of the Issuer, other than in the ordinary course of business, the entry into a definitive agreement to undertake such an action or the termination of a definitive agreement relating to any such actions, other than pursuant to its terms, if material; and
14. Appointment of a successor Paying Agent/Registrar or change in the name of the Paying Agent/Registrar, if material.
15 Incurrence of a Financial Obligation of the Issuer, if material, or agreement to covenants, events of default, remedies, priority rights, or other similar terms of a Financial Obligation of the Issuer, any of which affect security holders, if material; and
16 Default, event of acceleration, termination event, modification of terms, or other similar events under the terms of a Financial Obligation of the Issuer, any of which reflect financial difficulties.

The Issuer shall notify the MSRB, in a timely manner, of any failure by the Issuer to provide financial information or operating data in accordance with subsection (b) of this Section by the time required by such subsection. As used in clause (b)12 above, the phrase "bankruptcy, insolvency, receivership or similar event" means the appointment of a receiver, fiscal agent or similar officer for the Issuer in a proceeding under the U.S. Bankruptcy Code or in any other proceeding under state or federal law in which a court of governmental authority has assumed jurisdiction over substantially all of the assets or business of the Issuer, or if jurisdiction has been assumed by leaving the Board and officials or officers of the Issuer in possession but subject to the supervision and orders of a court or governmental authority, or the entry of an order confirming a plan of reorganization, arrangement or liquidation by a court or governmental authority having supervision or jurisdiction over substantially all of the assets or business of the Issuer. For the purposes of subsections (15) and (16) in this section (b), the term “Financial Obligation” means a (i) debt obligation, (ii) derivative instrument entered into in connection with, or pledged as security or a source of payment for, an existing or planned debt obligation, or (iii) a guarantee of (i) or (ii); provided, however, that a “Financial Obligation” shall not include municipal securities as to which a final official statement (as defined in the Rule) has been provided to the MSRB consistent with the Rule.

(c) Limitations, Disclaimers, and Amendments.

(i) The Issuer shall be obligated to observe and perform the covenants specified in this Section for so long as, but only for so long as, the Issuer remains an “obligated person” with respect to the Bonds within the meaning of the Rule, except that the Issuer in any event will give notice of any deposit made in accordance with this Order or applicable law that causes the Bonds no longer to be outstanding.

(ii) The provisions of this Section are for the sole benefit of the Registered Owners and beneficial owners of the Bonds, and nothing in this Section, express or implied, shall give any benefit or any legal or equitable right, remedy, or claim hereunder to any other person. The Issuer undertakes to provide only the financial information, operating data, financial statements, and notices which it has expressly agreed to provide pursuant to this Section and does not hereby undertake to provide any other information that may be relevant or material to a complete presentation of the Issuer's financial results, condition, or prospects or hereby undertake to update any information provided in accordance with this Section or otherwise, except as expressly provided herein. The Issuer does not make any representation or warranty concerning such information or its usefulness to a decision to invest in or sell Bonds at any future date.

(iii) UNDER NO CIRCUMSTANCES SHALL THE ISSUER BE LIABLE TO THE REGISTERED OWNER OR BENEFICIAL OWNER OF ANY BOND OR ANY OTHER PERSON, IN CONTRACT OR TORT, FOR DAMAGES RESULTING IN WHOLE OR IN PART FROM ANY BREACH BY THE ISSUER, WHETHER NEGLIGENT OR WITHOUT FAULT ON ITS PART, OF ANY COVENANT SPECIFIED IN THIS SECTION, BUT EVERY RIGHT AND REMEDY OF ANY SUCH PERSON, IN CONTRACT OR TORT, FOR OR ON ACCOUNT OF ANY SUCH BREACH SHALL BE LIMITED TO AN ACTION FOR MANDAMUS OR SPECIFIC PERFORMANCE

(iv) No default by the Issuer in observing or performing its obligations under this Section shall comprise a breach of or default under the Order for purposes of any other provision of this Order. Nothing in this Section is intended or shall act to disclaim, waive, or otherwise limit the duties of the Issuer under federal and state securities laws.

(v) The provisions of this Section may be amended by the Issuer from time to time to adapt to changed circumstances that arise from a change in legal requirements, a change in law, or a change in the identity, nature, status, or type of operations of the Issuer, but only if (1) the provisions of this Section, as so amended, would have permitted an underwriter to purchase or sell Bonds in the primary offering of the Bonds in compliance with the Rule, taking into account any amendments or interpretations of the Rule since such offering as well as such changed circumstances and (2) either (a) the registered owners of a majority in aggregate principal amount (or any greater amount required by any other provision of this Order that authorizes such an amendment) of the outstanding Bonds consent to such amendment or (b) a person that is unaffiliated with the Issuer (such as nationally recognized bond counsel) determined that such amendment will not materially impair the interest of the registered owners and beneficial owners of the Bonds. If the Issuer so amends the provisions of this Section, it shall include with any amended financial information or operating data next provided in accordance with subsection (a) of this Section an explanation, in narrative form, of the reason for the amendment and of the impact of any change in the type of financial information or operating data so provided. The Issuer may also amend or repeal the provisions of this continuing disclosure agreement if the SEC amends or repeals the applicable provision of the Rule or a court of final jurisdiction enters judgment that such provisions of the Rule are invalid, but only if and to

the extent that the provisions of this sentence would not prevent an underwriter from lawfully purchasing or selling Bonds in the primary offering of the Bonds.

Section 15. INTEREST EARNINGS ON BOND PROCEEDS. Interest earnings derived from the investment of proceeds from the sale of the Bonds shall be used along with other bond proceeds for the purpose for which the Bonds are issued, as set forth in Section 1 hereof; provided that after completion of such purpose, if any of such interest earnings remain on hand, such interest earnings shall be deposited in the Interest and Sinking Fund. It is further provided, however, that any interest earnings on bond proceeds which are required to be rebated to the United States of America pursuant to Section 10 hereof in order to prevent the Bonds from being arbitrage bonds shall be so rebated and not considered as interest earnings for the purposes of this Section.

Section 16. DISPOSITION OF PROJECT. The Issuer covenants that the property constituting the projects financed or refinanced with the proceeds of the Refunded Obligations will not be sold or otherwise disposed in a transaction resulting in the receipt by the Issuer of cash or other compensation, unless any action taken in connection with such disposition will not adversely affect the tax-exempt status of the Bonds. For purpose of the foregoing, the Issuer may rely on an opinion of nationally-recognized bond counsel that the action taken in connection with such sale or other disposition will not adversely affect the tax-exempt status of the Bonds. For purposes of the foregoing, the portion of the property comprising personal property and disposed in the ordinary course shall not be treated as a transaction resulting in the receipt of cash or other compensation. For purposes hereof, the Issuer shall not be obligated to comply with this covenant if it obtains an opinion of nationally recognized bond counsel that such failure to comply will not adversely affect the excludability for federal income tax purposes from gross income of the interest on the Bonds.

Section 17. FACILITIES ALLOTMENT FUNDS; STATE ASSISTANCE FUNDS. In connection with the issuance of the Bonds, the Issuer may receive financial assistance from the Texas Education Agency in accordance with one or more programs established pursuant to Chapter 46, Texas Education Code, as amended (the "Program"). In each fiscal year in which the Issuer receives funding under the Program or any successor State funding program which provides a debt service subsidy for the Bonds and, in either case, which requires the Issuer to deposit such debt service subsidy into the Interest and Sinking Fund for the Bonds (such funds being collectively referred to herein as "Debt Subsidy Funds"), the Issuer shall deposit immediately upon receipt the Debt Subsidy Funds received to the credit of the Interest and Sinking Fund for the Bonds created pursuant to Section 6. Notwithstanding the requirements of Section 6, if Debt Subsidy Funds are actually on deposit in the Interest and Sinking Fund for the Bonds in advance of the time when ad valorem taxes are scheduled to be levied for any fiscal year, then the amount of ad valorem taxes which otherwise would have been required to be levied pursuant to Section 6 shall be reduced to the extent and by the amount of the Debt Subsidy Funds then on deposit in the Interest and Sinking Fund for the Bonds.

Section 18. PERMANENT SCHOOL FUND GUARANTEE PROGRAM. The Issuer has made application for guarantee of the Bonds by the Permanent School Fund of the State of Texas (the "Permanent School Fund"). In connection therewith, the Issuer covenants as follows:

(a) To timely comply with all applicable requirements and procedures under Article VII, Section 5 of the Texas Constitution, Subchapter C of Chapter 45, Texas Education Code and the Rules of the State Board of Education relating to the guarantee of the principal and interest on the Bonds by the Permanent School Fund.

(b) Upon defeasance of such Bonds prior to maturity in accordance with applicable law, the guarantee of the principal and interest on such Bonds by the Permanent School Fund shall cease and no longer be available.

(c) In case of a default in the payment of principal or interest on the Bonds, and in accordance with Section 45.061, Texas Education Code, the Comptroller shall be authorized to withhold from the Issuer amounts equal to the amounts paid by the Permanent School Fund on account of such default, plus interest thereon, from the first state money payable to the Issuer from the following sources and in the following order, to wit: foundation school fund, available school fund.

Section 19. METHOD OF AMENDMENT. The Issuer hereby reserves the right to amend this Order subject to the following terms and conditions, to wit:

(a) The Issuer may from time to time, without the consent of any Registered Owner, except as otherwise required by paragraph (b) below, amend or supplement this Order to (i) cure any ambiguity, defect or omission in this Order that does not materially adversely affect the interests of the Registered Owners, (ii) grant additional rights or security for the benefit of the Registered Owners, (iii) add events of default as shall not be inconsistent with the provisions of this Order and that shall not materially adversely affect the interests of the Registered Owners, (iv) qualify this Order under the Trust Indenture Act of 1939, as amended, or corresponding provisions of federal laws from time to time in effect, or (v) make such other provisions in regard to matters or questions arising under this Order as shall not be materially inconsistent with the provisions of this Order and that shall not, in the opinion of nationally recognized bond counsel, materially adversely affect the interests of the Registered Owners.

(b) Except as provided in paragraph (a) above, a majority of the Registered Owners (for purposes of this sentence only, 100% of the aggregate principal amount of Bonds which are insured by a bond insurance provider at the time that the Issuer seeks approval of an amendment shall be deemed to be owned by such bond insurance provider) of Bonds then outstanding that are the subject of a proposed amendment shall have the right from time to time to approve any amendment hereto that may be deemed necessary or desirable by the Issuer; provided, however, that without the consent of 100% of the Registered Owners in aggregate principal amount of the then outstanding Bonds, nothing herein contained shall permit or be construed to permit amendment of the terms and conditions of this Order or in any of the Bonds so as to:

(1) Make any change in the maturity of any of the outstanding Bonds;

(2) Reduce the rate of interest borne by any of the outstanding Bonds;

(3) Reduce the amount of the principal payable on any outstanding Bonds;

(4) Modify the terms of payment of principal or of interest on outstanding Bonds or any of them or impose any condition with respect to such payment; or

(5) Change the minimum percentage of the principal amount of the Bonds necessary for consent to such amendment.

(c) If at any time the Issuer shall desire to amend this Order under this Section, the Issuer shall send by U.S. mail to each Registered Owner of the affected Bonds a copy of the proposed amendment.

(d) Whenever at any time within one year from the date of mailing of such notice the Issuer shall receive an instrument or instruments executed by the Registered Owners of at least a majority in aggregate principal amount of all of the Bonds then outstanding that are required for the amendment (or 100% if such amendment is made in accordance with paragraph (b)), which instrument or instruments shall refer to the proposed amendment and which shall specifically consent to and approve such amendment, the Issuer may adopt the amendment in substantially the same form.

(e) Upon the adoption of any amendatory Order pursuant to the provisions of this Section, this Order shall be deemed to be modified and amended in accordance with such amendatory Order, and the respective rights, duties, and obligations of the Issuer and all Registered Owners of such affected Bonds shall thereafter be determined, exercised, and enforced, subject in all respects to such amendment.

(f) Any consent given by the Registered Owner of a Bond pursuant to the provisions of this Section shall be irrevocable for a period of six months from the date of the such consent and shall be conclusive and binding upon all future Registered Owners of the same Bond during such period. Such consent may be revoked at any time after six months from the date of said consent by the Registered Owner who gave such consent, or by a successor in title, by filing notice with the Issuer, but such revocation shall not be effective if the Registered Owners the required amount of the affected Bonds then outstanding, have, prior to the attempted revocation, consented to and approved the amendment.

For the purposes of establishing ownership of the Bonds, the Issuer shall rely solely upon the registration of the ownership of such Bonds on the Registration Books kept by the Paying Agent/Registrar.

Section 20. APPROPRIATION. To pay the debt service coming due on the Bonds, if any, prior to receipt of the taxes levied to pay such debt service, there is hereby appropriated from current funds on hand, which are hereby certified to be on hand and available for such purpose, an amount sufficient to pay such debt service, and such amount shall be used for no other purpose.

Section 21. GOVERNING LAW. This Order shall be construed and enforced in accordance with the laws of the State and the United States of America.

Section 22. SEVERABILITY. If any provision of this Order or the application thereof to any circumstance shall be held to be invalid, the remainder of this Order and the application thereof to other circumstances shall nevertheless be valid, and this governing body hereby declares that this Order would have been enacted without such invalid provision.

SCHEDULE I

SCHEDULE OF AVAILABLE REFUNDED OBLIGATIONS

Unlimited Tax School Building Bonds, Series 2013

Maturity	Amount Outstanding
8/15/2026	$1,245,000
8/15/2027	1,305,000
8/15/2028	7,735,000
8/15/2029	8,120,000
8/15/2030	8,530,000
8/15/2031	8,955,000
8/15/2032	9,405,000
***	***
8/15/2036	10,855,000
***	***
8/15/2038	19,180,000
TOTAL	$75,330,000

Ector County Independent School District

Action Page

TO: Board of Trustees

FROM: Deborah Ottmers, Chief Financial Officer

SUBJECT: **DISCUSSION OF AND REQUEST FOR APPROVAL OF ORDINANACE TO SET 2020 TAX RATE FOR 2020-2021**

DATE: September 15, 2020

Tax rate is as follows:

Maintenance & Operations	(M&O)	1.05470
Debt Service	(I&S)	.12322
Total		1.17792

****

Administrative Recommendation:

Approval of Ordinance to set the 2020 Tax Rate for 2020-2021 at $ 1.1792

Ector County ISD

2020 – 2021

Tax Rate

Presented by: Deborah Ottmers

9/15/2020

Budgeting

- A budget
  - Is a financial **plan** of estimated revenues and expenditures.
  - Matches the available resources to the **goals and strategies** adopted by the District and the Board of Trustees.

Ensuring that the resources are used to maximize student achievement and productivity takes the entire ECISD team.

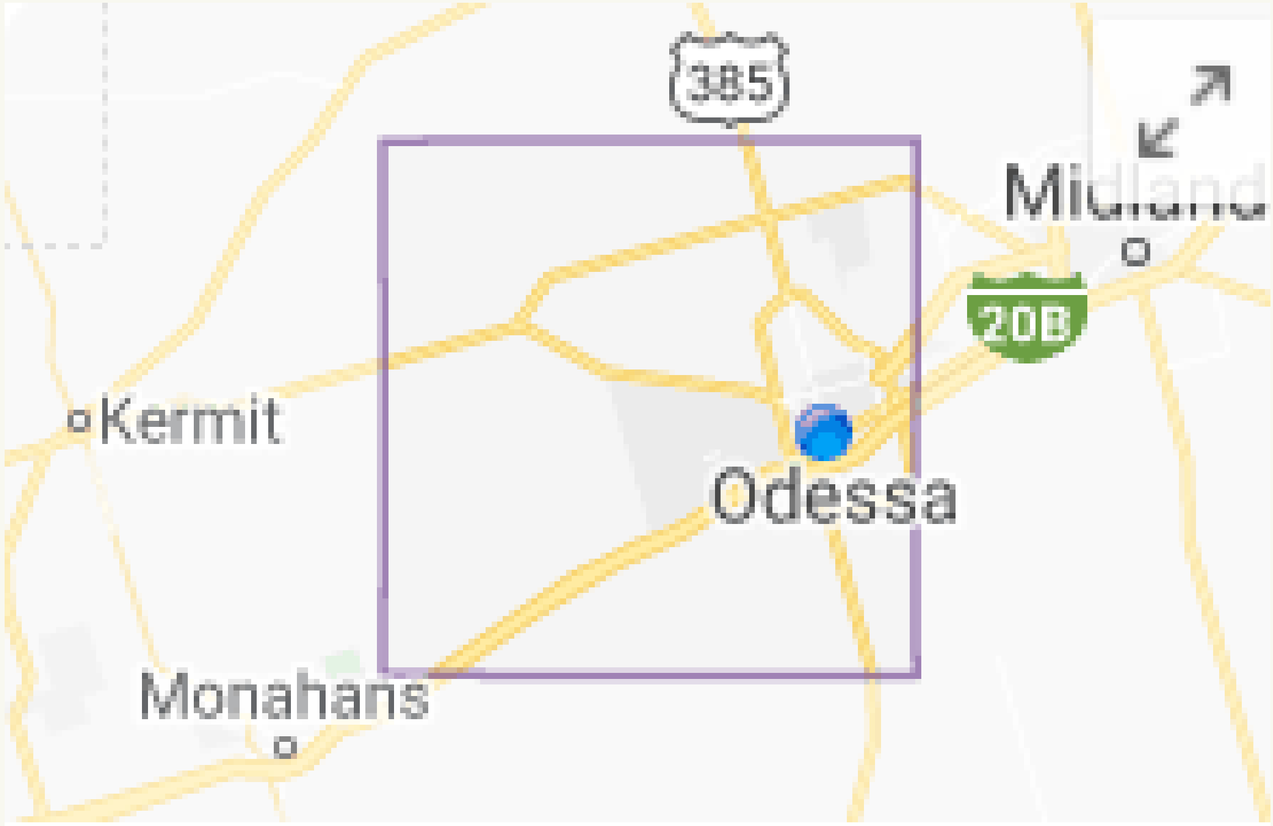
Our Mission

The mission of Ector County ISD is to inspire and challenge every student to be prepared for success and to be adaptable in an ever-changing society.

Our Vision

Serving….

- Nearly 34,000 students
- In 43+ schools
- Over 945 square miles
- With approximately 4,200 staff



- School districts with a 6/30 year end are required to
  - adopt a budget by 6/30
  - for the following funds
    - General Fund
    - School Nutrition Fund
    - Debt Service Fund

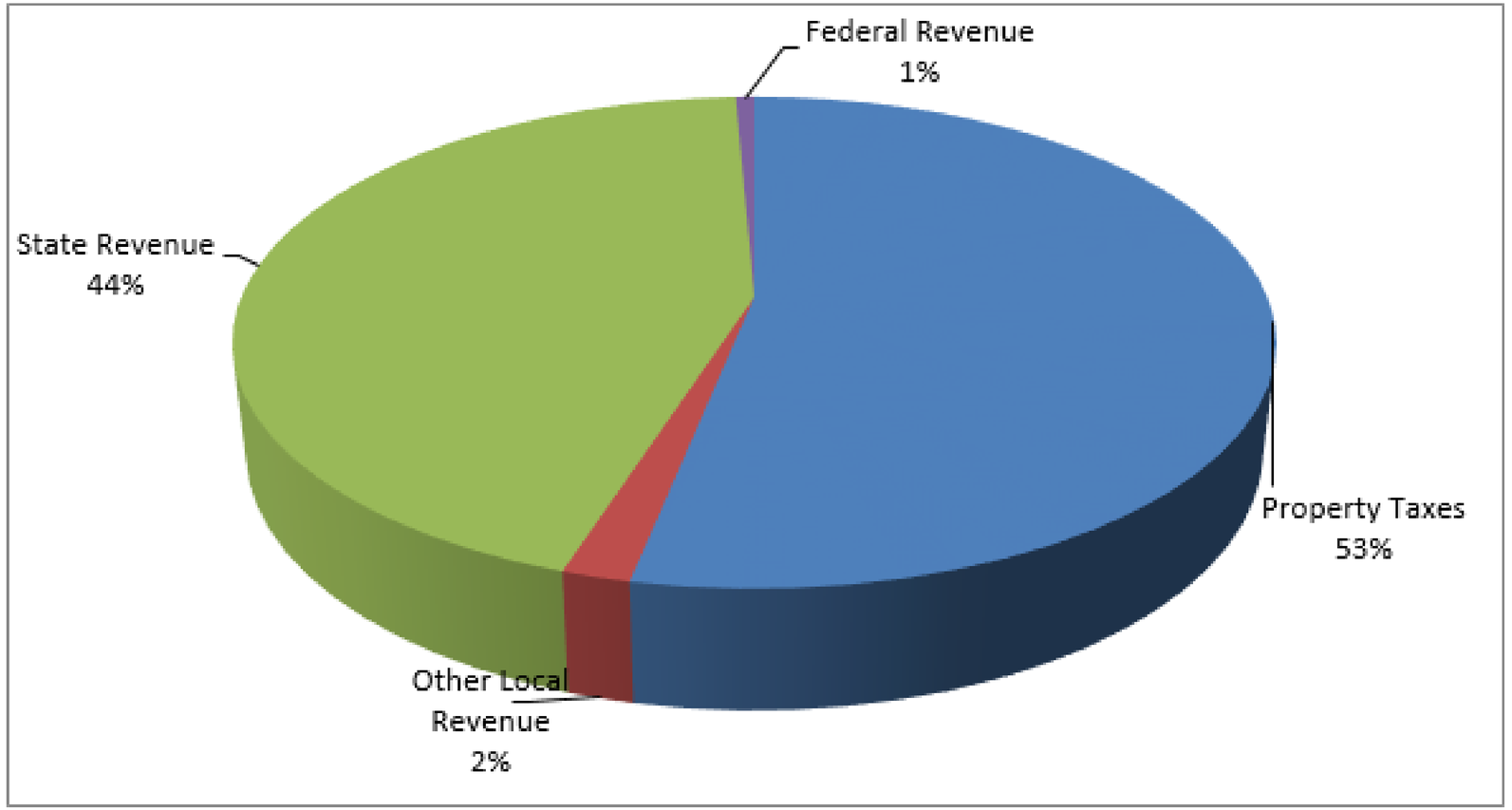
ECISD budget was adopted on 6/16/20

ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT
REVENUES, APPROPRIATIONS AND OTHER FINANCING SOURCES
ALL GOVERNMENTAL FUND TYPES
2020-21
(UNAUDITED)

Codes		GENERAL FUND 2020-21 PROPOSED BUDGET	FOOD SERVICE FUND 2020-21 PROPOSED BUDGET	DEBT SERVICE FUND 2020-21 PROPOSED BUDGET
REVENUES				
5700	Local and Intermediate	168,865,254	3,376,000	17,173,495
5800	State	136,163,746	370,000	268,836
5900	Federal	2,100,000	14,168,000	-
	Total - All Revenues	307,129,000	17,914,000	17,442,331
APPROPRIATIONS				
11	Instruction	184,054,708	-	-
12	Instructional Resources and Media Services	2,665,093	-	-
13	Curriculum and Staff Development	6,385,873	-	-
21	Instructional Leadership	6,314,483	-	-
23	School Leadership	20,325,522	-	-
31	Guidance, Counseling and Evaluation Services	11,231,935	-	-
32	Social Work Services	919,660	-	-
33	Health Services	2,638,775	-	-
34	Student Transportation	10,017,309	-	-
35	Food Services	86,512	17,479,332	-
36	Co/Extra Curricular Activities	6,148,134	-	-
41	General Administration	8,564,766	-	-
51	Plant Maintenance and Operations	33,584,867	434,668	-
52	Security and Monitoring Services	3,256,239	-	-
53	Data Processing Services	7,170,304	-	-
61	Community Services	1,374,337	-	-
71	Debt Services	500,000	-	13,059,794
81	Facilities Acquisition and Construction	15,000	-	-
91	Contracted Instructional Services	-	-	-
99	Intergovernmental Charges	1,875,483	-	-
	Total - All Appropriations	307,129,000	17,914,000	13,059,794
OTHER FINANCING SOURCES/(USES)				
	Other Financing Sources (Uses)	-	-	-
7000	Total - Other Financing Sources (Uses)	-	-	-
	Excess (Deficiency) of Revenues and Other Financing Sources over Appropriations	-	-	4,382,537
	Fund Balance Beginning (Estimated)	90,000,000	3,418,158	13,904,664
3000	Fund Balance Ending (Estimated)	90,000,000	3,418,158	18,287,201

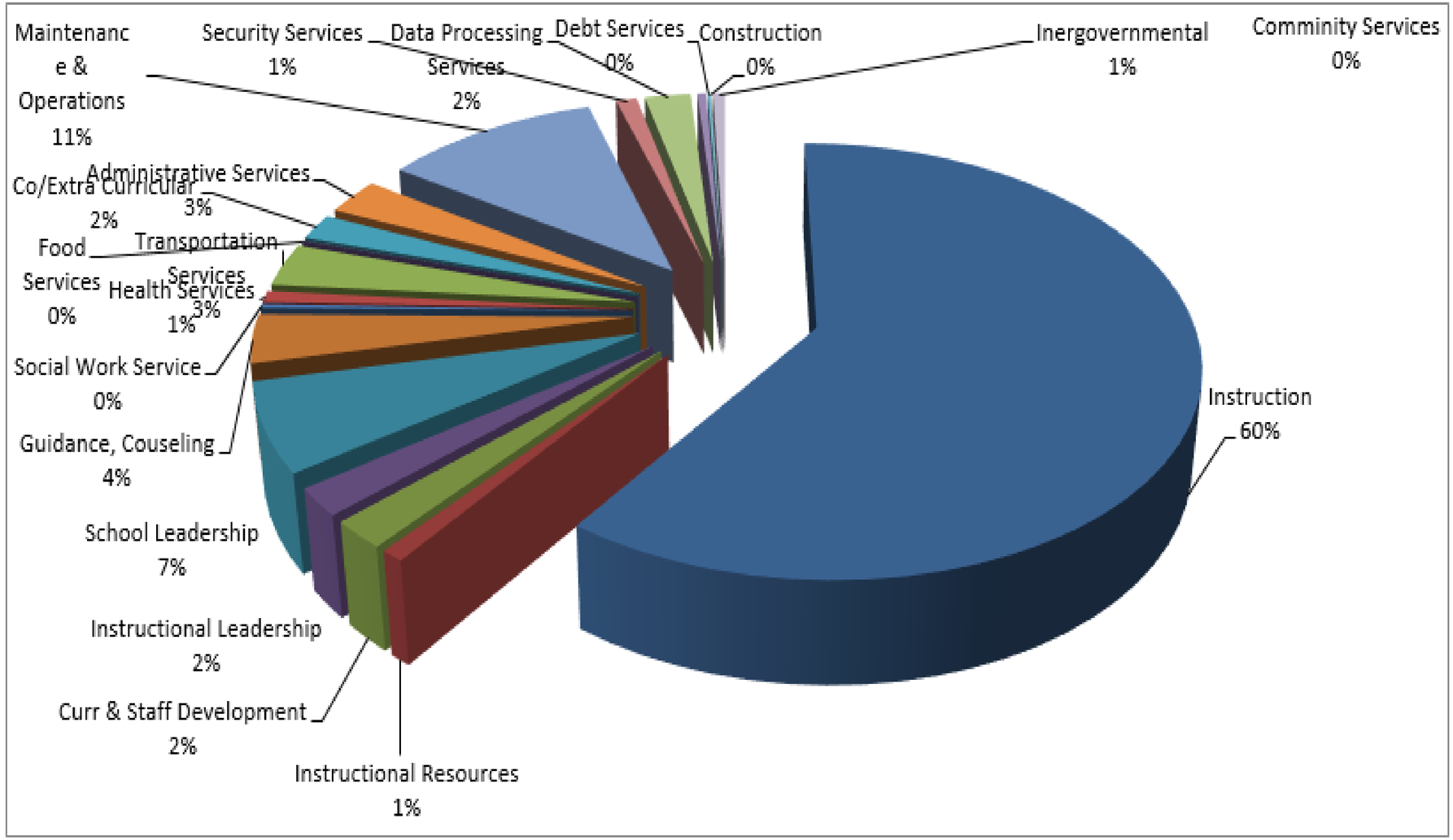
General Fund

Revenue



Property Taxes	$	163,340,254	53%
Other Local Revenue	$	5,525,000	2%
State Revenue	$	136,163,746	44%
Federal Revenue	$	2,100,000	1%
Total Estimated Revenues	**$**	**307,129,000**	**100%**

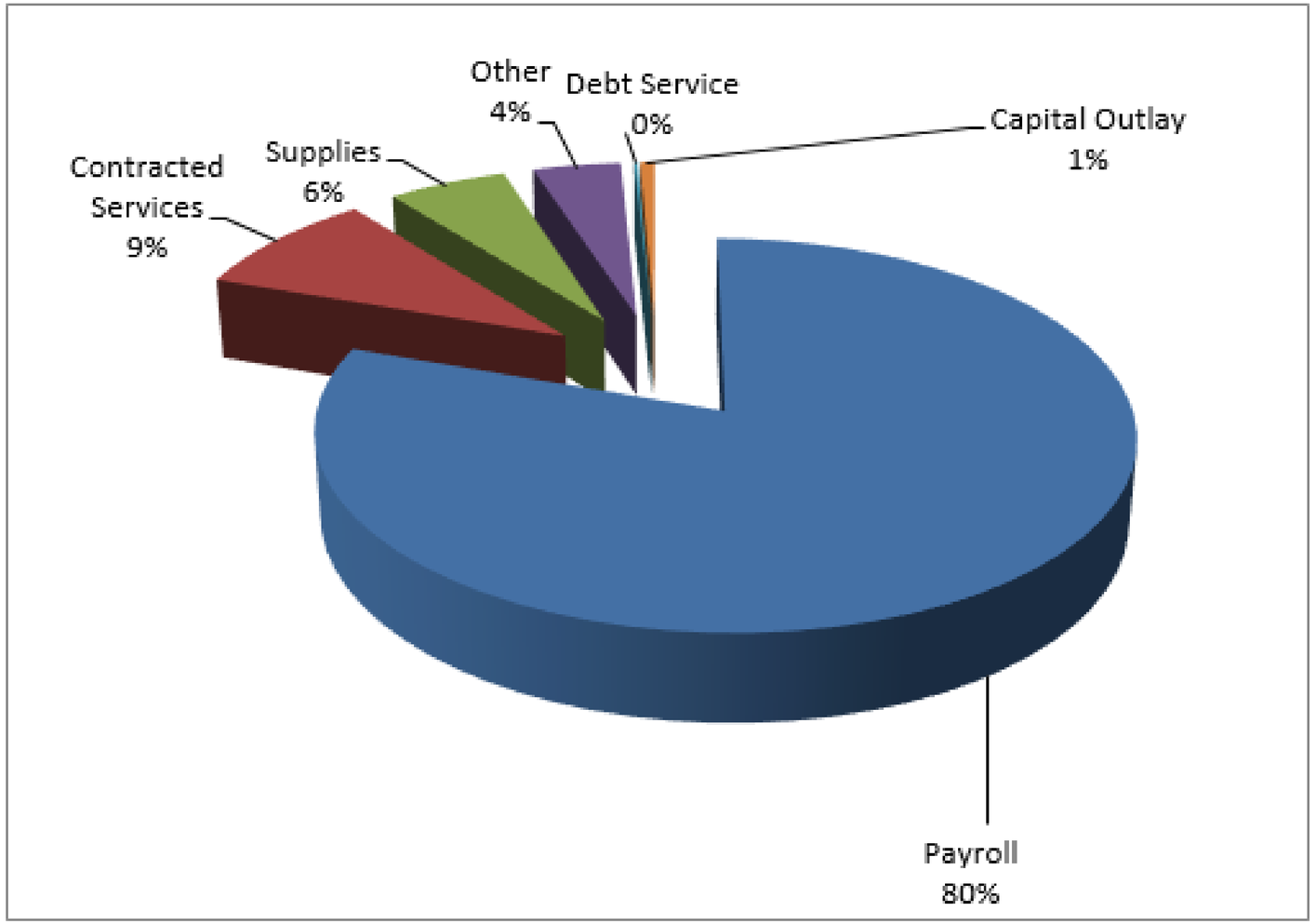
General Fund



Expenditures by Function

Function	Description		Amount	Percent
11	Instruction	$	184,054,708	60%
12	Instructional Resources		2,665,093	1%
13	Curr & Staff Development		6,385,873	2%
21	Instructional Leadership		6,314,483	2%
23	School Leadership		20,325,522	7%
31	Guidance, Couseling		11,231,935	4%
32	Social Work Service		919,660	0%
33	Health Services		2,638,775	1%
34	Transportation Services		10,017,309	3%
35	Food Services		86,512	0%
36	Co/Extra Curricular		6,148,134	2%
41	Administrative Services		8,564,766	3%
51	Maintenance & Operations		33,584,867	11%
52	Security Services		3,256,239	1%
53	Data Processing Services		7,170,304	2%
61	Comminity Services		1,374,337	0%
71	Debt Services		500,000	0%
81	Construction		15,000	0%
91	Recapture to State			0%
92	Recapture Additional costs			0%
93	Special Ed Co-op			0%
99	Inergovernmental		1,875,483	1%
		$	307,129,000	100%

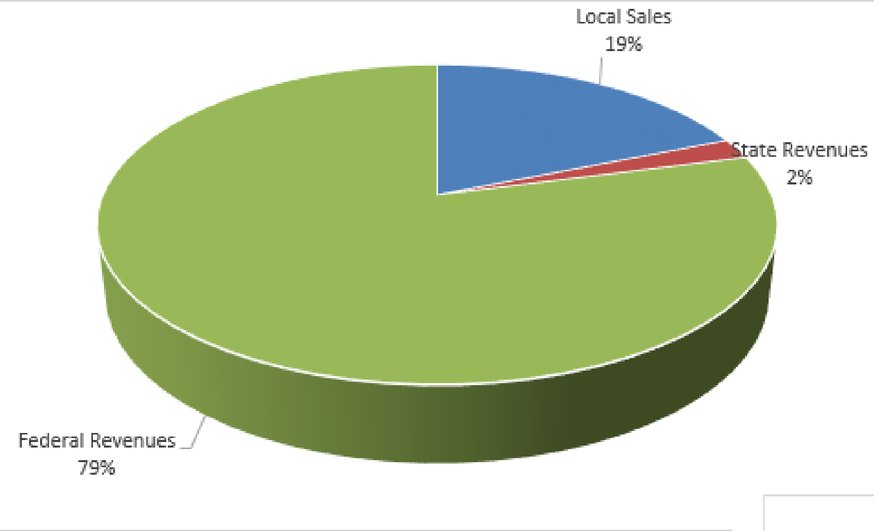
General Fund



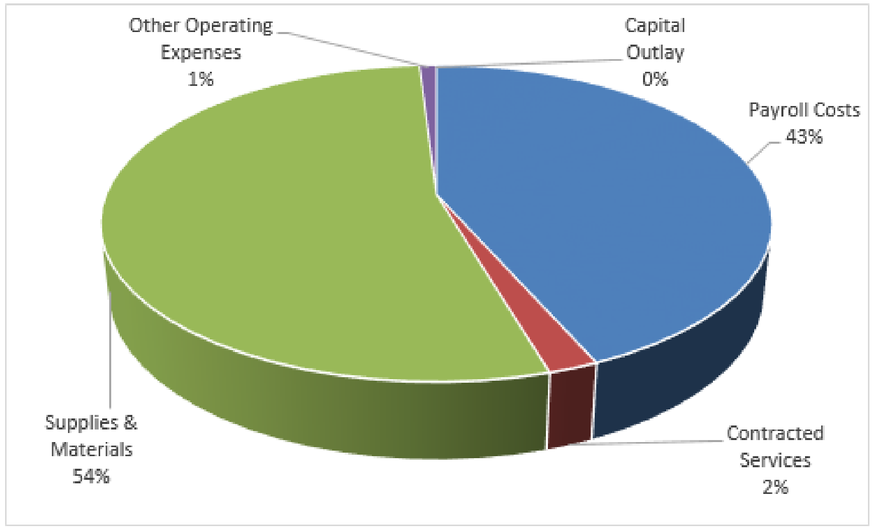
Expenditures By Object

Payroll	$	246,949,256	80%
Contracted Services	$	27,831,810	9%
Supplies	$	17,152,898	6%
Other	$	12,666,392	4%
Debt Service	$	500,000	0%
Capital Outlay	$	2,028,644	1%
	$	307,129,000	100%

School Nutrition

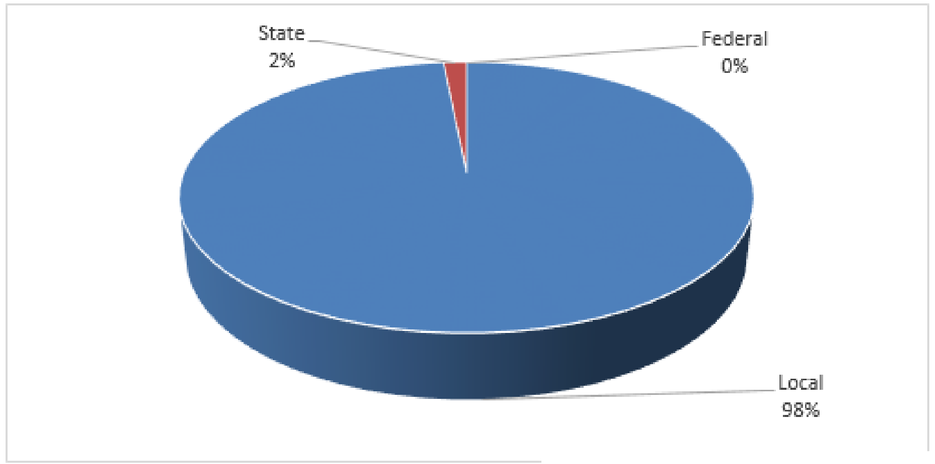


	SN Revenue	
Local Sales	$ 3,376,000	19%
State Revenues	$ 370,000	2%
Federal Revenue	$ 14,168,000	79%
Total	$ 17,914,000	



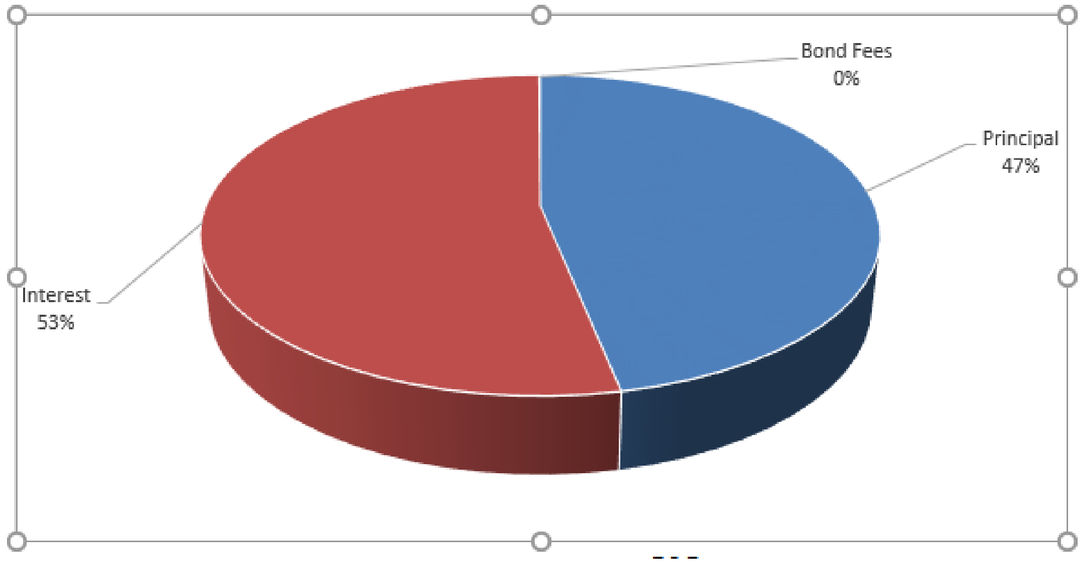
	SN Expenditures		
6100	Payroll Costs	$ 7,776,366	43%
6200	Contracted Services	364,700	2%
6300	Supplies & Materials	9,599,934	54%
6400	Other Operating Expenses	173,000	1%
6600	Capital Outlay	-	0%
	Total	$ 17,914,000	

Debt Service



		DS Revenue	
57xx	Local	$17,173,495	96%
58xx	State	268,836	2%
59xx	Federal	-	0%
	Total	17,442,331	

Additional revenues of $4,382,537 are planned to pre-pay callable bonds



		DS Expenditures	
6511	Principal	$ 6,115,000	34%
6521	Interest	6,934,994	39%
6524/6599	Bond Fees	9,800	0%
	Total	13,059,794	

Revenues

Funding for Texas public schools comes from three main sources:

- Local school district property taxes (for M&O and I&S)
- State funds
- Federal funds

Property Tax

Based on estimated property values at 4/30/20

Published in Newspaper on 6/5/20

50-280 (Rev. 8-19/5)

NOTICE OF PUBLIC MEETING TO DISCUSS BUDGET AND PROPOSED TAX RATE

The Ector County Independent School District will hold a public meeting at 6:00PM, June 16, 2020 in ECISD Board Room, 802 N. Sam Houston Odessa, TX **The purpose of this meeting is to discuss the school district's budget that will determine the tax rate that will be adopted. Public participation in the discussion is invited.**

The tax rate that is ultimately adopted at this meeting or at a separate meeting at a later date may not exceed the proposed rate shown below unless the district publishes a revised notice containing the same information and comparisons set out below and holds another public meeting to discuss the revised notice.

Maintenance Tax $ 1.0547 /$100 (Proposed rate for maintenance and operations)

School Debt Service Tax Approved by Local Voters $ .12322 /$100 (proposed rate to pay bonded indebtedness)

Comparison of Proposed Budget with Last Year's Budget

The applicable percentage increase or decrease (or difference) in the amount budgeted in the preceding fiscal year and the amount budgeted for the fiscal year that begins during the current tax year is indicated for each of the following expenditure categories:

Maintenance and operations	2.7	% increase	or	% (decrease)
Debt service	0	% increase	or	% (decrease)
Total expenditures	2.5	% increase	or	% (decrease)

Total Appraised Value and Total Taxable Value (as calculated under Tax Code Section 26.04)

	Preceding Tax Year	Current Tax Year
Total appraised value* of all property	$ 19,206,363,467	$ 19,610,181,258
Total appraised value* of new property**	$ 360,946,116	$ 265,884,770
Total taxable value*** of all property	$ 15,070,399,797	$ 15,526,011,062
Total taxable value*** of new property**	$ 310,919,079	$ 241,979,035

* "Appraised value" is the amount shown on the appraisal roll and defined by Tax Code Section 1.04(8).
** "New property" is defined by Tax Code Section 26.012(17).
*** "Taxable value" is defined by Tax Code Section 1.04(10).

Bonded Indebtedness

Total amount of outstanding and unpaid bonded indebtedness* $ 160,495,000

* Outstanding principal.

50-280 (Rev. 8-19/5) (Back)

Comparison of Proposed Rates with Last Year's Rates

	Maintenance & Operations	Interest & Sinking Fund*	Total	Local Revenue Per Student	State Revenue Per Student
Last Year's Rate	$ 1.068350	$ 0.109570 *	$ 1.177920	$ 5,637	$ 3,882
Rate to Maintain Same Level of Maintenance & Operations Revenue & Pay Debt Service	$ 1.02483	$ .08542 *	$ 1.11026	$ 5,650	$ 3,794
Proposed Rate	$ 1.05470	$ 0.12322 *	$ 1.177920	$ 5,669	$ 4,097

* The Interest & Sinking Fund tax revenue is used to pay for bonded indebtedness on construction, equipment, or both. The bonds, and the tax rate necessary to pay those bonds, were approved by the voters of this district.

Comparison of Proposed Levy with Last Year's Levy on Average Residence

	Last Year	This Year
Average Market Value of Residences	$ 192,733	$ 211,183
Average Taxable Value of Residences	$ 126,010	$ 142,549
Last Year's Rate Versus Proposed Rate per $100 Value	$ 1.177920	$ 1.177920
Taxes Due on Average Residence	$ 1,484.30	$ 1,679.11
Increase (Decrease) in Taxes		$ 194.81

Under state law, the dollar amount of school taxes imposed on the residence homestead of a person 65 years of age or older or of the surviving spouse of such a person, if the surviving spouse was 55 years of age or older when the person died, may not be increased above the amount paid in the first year after the person turned 65, regardless of changes in tax rate or property value.

Notice of Voter-Approval Rate: The highest tax rate the district can adopt before requiring voter approval at an election is 1.17792. This election will be automatically held if the district adopts a rate in excess of the voter-approval rate of 1.17792.

Fund Balances

The following estimated balances will remain at the end of the current fiscal year and are not encumbered with or by a corresponding debt obligation, less estimated funds necessary for operating the district before receipt of the first state aid payment:

Maintenance and Operations Fund Balance(s)	$ 62,150,000
Interest & Sinking Fund Balance(s)	$ 15,000,000

A school district may not increase the district's maintenance and operations tax rate to create a surplus in maintenance and operations tax revenue for the purpose of paying the district's debt service.

Property Tax Rates

$1.17792 **$1.17792**

	2019/2020	2020/2021	Change
M&O Maintenance & Operations General Fund 199	$1.068350	$1.05470	(.01365)
I&S Interest & Sinking Debt Service Fund 599	$.10957	$ .12322	.01365
Net change			$0
Gross Revenue per Penny of Tax	$1,507,040	$1,478,008	(2%)

Property Values

Certified at 7/23/20

Description	Amount
Total Market Value	$ 18,853,884,923
Net Taxable Value	$ 14,780,081,912

78%

⬇ of 5% in Property Value from 4/30/20 estimated values

⬇ of 2% in Property Value from prior year certified 7/25/19 values

Tax Rate to Adopt by 9/30

Maintenance & Operations	$1.05470
Interest & Sinking	$.12322

$1.17792

Ector County CAD final calculations:

Voter Approval Tax Rate:	$1.183028
No New Tax Rate:	$1.220403

ECISD proposed rate is less than both maximum CAD calculated rates

Ector County ISD

2020 – 2021

Tax Rate

Presented by: Deborah Ottmers

9/15/2020

STATE OF TEXAS §

COUNTY OF ECTOR §

ORDINANCE TO SET TAX RATE

September 15, 2020

On this date, we, the Board of Trustees of the Ector County Independent School District, hereby levy or set the tax rate on $100 valuation for the District for the tax year 2020 at a total tax rate of $1.17792, to be assessed and collected by the duly specified assessor and collector as follows:

$1.05470 for the purpose of maintenance and operation, and

$ .12322 for the purpose of payment of principal and interest on debts.

Such taxes are to be assessed and collected by the tax officials designated by the District.

IN CERTIFICATION THEREOF:

Signed: _____
Delma Abalos, President, Board of Trustees

Attest: _____
Dr. Steve Brown, Secretary, Board of Trustees

Ector County Independent School District

Action Page

TO: Board of Trustees

FROM: Deborah Ottmers, Chief Financial Officer

SUBJECT: **DISCUSSION OF AND REQUEST FOR APPROVAL OF 2020-2021 BUDGET AMENDMENT #3**

DATE: September 15, 2020

Attached is a summary of the recommended Budget Amendment #3 for the 2020-2021 budget.

The net result of the amendment is as follows:

Net decrease in Fund Balance – General Fund ($7,472,000)

Please be advised, these are changes in estimated budgeted funds, to fund items as noted on attached.

****

Administrative Recommendation:

Approval of 2020-2021 Budget Amendment #3.

Ector County ISD
Finance Department
General Fund Budget Amendment # 3
Requests to be Appropriated
2020/2021 September

Description		Requestor	Amount
The following will result in a decrease to fund balance			
Ector Success Academy Network	Remaining unbudgeted for 20/21	Deborah Ottmers	$ 4,000,000
Fiber construction - internet connectivity	PO rollover for work in progress at end of 19/20	Kellie Wilks	$ 1,458,000
Miscellaneous	PO rollover for work in progress at end of 19/20	various	$ 2,014,000
			$ 7,472,000
The following will result in no change to fund balance as there is a matching revenue component.			
Internet connectivity hotspots	Funds received from Chiefs for Change	Kellie Wilks	$ 50,000
Personal Protective Equipment (PPE)	State provided and donation by company	Patrick Young	$ 282,000
			$ 332,000
The following will result in an increase to fund balance.			
None			$ -
Net effect to fund balance			**$ (7,472,000)**

Ector County Independent School District

Action Page

TO: Board of Trustees

FROM: Deborah Ottmers, Chief Financial Officer

SUBJECT: **DISCUSSION OF AND REQUEST FOR APPROVAL OF PURCHASES OVER $50,000**

DATE: September 15, 2020

As Required by Board Policy CH (Local), attached is a list of contracts/projects to be awarded by purchase orders once approved. (If no purchase over $50,000 is attached, the agenda item is retained should a purchase item occur between the agenda posting deadline and the Board meeting). Listed below are the purchase requests that meet this requirement this month.

	VENDOR	SERVICE/ PRODUCT	ESTIMATED CONTRACT PRICE	FUNDING	REQUESTOR
1.	Naviance, Inc. by Hobsons DBA Naviance, Inc.	Professional Services	$128,889	Local Funds	Nancy Vanley
2.	R-Water, LLC	Professional Services	$339,180	Local Funds	Patrick Young
3.	The University of Virginia Darden School Foundation (University of Virginia Partnership for Leaders in Education (UVA-PLE)	Professional Services	$380,000	Local Funds	Alicia Press
4.	Texas Tech University Research-Evaluation-Accountability-Leadership (REAL) Partnership	Professional Services	$96,500	Federal Funds	Annette Marcia

1. NAVIANCE, INC. BY HOBSONS DBA NAVIANCE, INC.

Naviance, Inc. by Hobsons DBA Naviance, Inc. will partner with ECISD to provide professional services for College and Career Readiness Platform. Naviance, Inc. was the low bidder out of nine bids received. Naviance, Inc. total proposal for the project is $128,889.

2. R-WATER, LLC

R-Water, LLC offers a compact wall mounted device equipment that enables facilities to produce two highly effective disinfecting and cleaning solutions on site, TK60 One-Step Cleaner Disinfectant and FC+ All Purpose Cleaner. TK60 One-Step Disinfectant kills many pathogens including COVID-19 in 60 seconds. This purchase is for 12 devices that will be placed strategically throughout the district and used to disinfect and sanitize all facilities. R-Water, LLC total proposal for the project is $339,180.

3. THE UNIVERSITY OF VIRGINIA DARDEN SCHOOL FOUNDATION (THE UNIVERSITY OF VIRGINIA PARTNERSHIP FOR LEADERS IN EDUCATION (UVA-PLE)

The University of Virginia Darden School Foundation (the University of Virginia Partnership for Leaders in Education (UVA-PLE) will partner with ECISD to create sustainable and transformative change at four (4) low-performing schools. ECISD will engage the schools in a three-year cohort that focuses on addressing school-wide improvement through leadership, support and accountability, talent management, and instructional infrastructure. This is a three-year commitment, broken-down as follows: Year 1: $80,000, Year 2: $170,000, and Year 3: $130,000. The University of Virginia Darden School Foundation (the University of Virginia Partnership for Leaders in Education (UVA-PLE) total proposal for the project is $380,000.

4. TEXAS TECH UNIVERSITY RESEARCH-EVALUATION-ACCOUNTABILITY-LEADERSHIP (REAL) PARTNERSHIP

The Texas Tech University Research-Evaluation-Accountability-Leadership (REAL) Partnership flexible research and evaluation services to support the ECISD's departments of innovation and accountability program evaluation and research projects. The University provides reputable and experienced researchers and program evaluators. The cost of the partnership with the university is $90,000 and the number of projects is dependent upon the scope of each project. An additional $6,500 will be allotted for travel for research activities. Texas Tech University Research-Evaluation-Accountability-Leadership (REAL) Partnership was the low bidder out of five bids received. The Texas Tech University Research-Evaluation-Accountability-Leadership (REAL) Partnership total proposal for the project is $96,500.

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Administrative Recommendation:
Approval of Purchases over $50,000

Ector County Independent School District

Action Page

TO: Board of Trustees

FROM: Dr. Stephanie Howard

SUBJECT: **DISCUSSION OF AND REQUEST FOR APPROVAL OF TASB LOCAL POLICY UPDATE 115**

DATE: September 15, 2020

The Administration requests the Board approve TASB Update 115. TASB released Update 115 with revisions to 15 Local Policies. The recommendation is to delete four and revise 11.

****

Administrative Recommendation:

Approval of TASB Local Policy Update 115

Update 115 EXECUTIVE SUMMARY

POLICY	ADD/ REVISED/ DELETED	ACTION TAKEN
BF(LOCAL)	Revised	A revision to this policy clarifies that a district's legally referenced policies are not adopted by the Board.
DED(LOCAL)	Revised	Recommended revisions on "Paid Vacation Days" address the Board's authorization of the program and which employees are eligible.
DIA(LOCAL))	Revised	Recommended revisions incorporate a recent Supreme Court decision which held that an adverse employment action against an employee on the basis of homosexuality or transgender status violates Title VII's prohibition on sex discrimination in employment. The policy clarifies that discrimination on the basis of sex includes discrimination on the basis of biological sex, gender identity, sexual orientation, gender stereotypes, or any other prohibited basis related to sex.
DMD(LOCAL)	Delete	TASB recommends that the administrative details regarding professional meetings be removed as board-adopted policy is not required.
EI(LOCAL)	Revised	A provision has been added that permits the District to award course credit proportionately to a student who successfully completes only half of a course.
FB(LOCAL	Revised	Provisions on the Title IX Coordinator and the ADA/504 Coordinator text has been updated in response to the new Title IX regulations.
FD(LOCAL)	Revised	Recommended addition of "Transition Assistance" to comply with new Administrative Code rules, effective March 30, 2020, to address transition assistance of students who are homeless or in substitute care for transfer of credit for subjects and courses taken prior to enrollment.
FEB(LOCAL)	Revised	Recommended revisions to this local policy address amended Administrative Code Rules that delete reference to taking attendance during the 2nd or 5th instructional hour and specify that attendance shall be determined at the official attendance taking time during the day authorized by the Superintendent.
FFEA(LOCAL)	Delete	Recommended for deletion as it dates back to 2002 and there is no requirement for board policy on this topic.
FFG(LOCAL)	Revised	This policy has been revised based on amended Administrative code rules. Recommended text is included to provide the required policy addressing sexual abuse, trafficking, and other maltreatment of students. The rules also revise the elements of the required child abuse and neglect reporting policy. To ensure all elements are addressed, we have revised and moved provisions from FFG(EXHIBIT) into this Local Policy and deleted the exhibit.
FFG(EXHIBIT)	Deleted	Provisions from FFG(EXHIBIT) moved to FFG(LOCAL).

Update 115 EXECUTIVE SUMMARY

FFH(LOCAL)	Revised	Due to the new Title IX Regulations, there were several revisions: The definition of Prohibited Conduct has been revised to include conduct that meets Title IX definition of sexual harassment; Text as Sex-Based Harassment and Investigation of Reports Other than Title IX directs readers to new provisions on responding to allegations of prohibited conduct that if proved would meet the definition of sexual harassment under Title IX; The provision requiring an employee to report prohibited conduct has been updated to include either direct or indirect reports; Text at Response to Sexual Harassment – Title IX legally required actions when the district receives notice or allegations of conduct of sexual harassment under Title IX; New provisions direct the superintendent to develop a Title IX formal complaint process; To determine responsibility in a Title IX formal complaint of sexual harassment, the policy designates that the district will use a *preponderance of the evidence* standard. The district must use the same standard of evidence for investigation of all formal Title IX sexual harassment complaints, including complaints by employees; Provisions on retaliation and false claims have been updated. Policy also recommends updates to the examples for harassment to include cyber-harassment and electronic communications.
FMF(LCAL)	Delete	Recommended for deletion – no requirement for board policies on this issue.
FNG(LOCAL)	Revised	The list of protected characteristics at Other Complaint Processes has been revised to align with the list at FFH(LOCAL). A recommended revision specifies that a person filing a complaint regarding refusal of entry to or ejection from property based on Education Code 37.105 shall be permitted to address the board within 90 days. Because of the new Title IX rules, the text at investigations has been deleted.
GF(LOCAL)	Revised	A recommended revision specifies that a person filing a complaint regarding refusal of entry to or ejection from property based on Education Code 37.105 shall be permitted to address the board within 90 “calendar” days.

Within the context of current law, the District shall be guided by Board-adopted written policies that are given appropriate distribution and are accessible to staff members, parents, students, and community residents.

Organization

Legally referenced policies contain provisions from federal and state statutes and regulations, case law, and other legal authority that together form the framework for local decision making and implementation. These policies are binding on the District until the cited provisions are repealed, revised, or superseded by legislative, regulatory, or judicial action.

Legally referenced policies are not adopted by the Board.

At each policy code the legally referenced policy and the Board-adopted local policy must be read together to further a full understanding of a topic.

Terms

The terms “Trustee” and “Board member” are used interchangeably in the local policy manual. Both terms are intended to reflect all the duties and obligations of the office.

[See AB for District name terminology.]

Harmony with Law

Newly enacted law is applicable when effective. No policy or regulation, or any portion thereof, shall be operative if it is found to be in conflict with applicable law.

Severability

If any portion of a policy or its application to any person or circumstance is found to be invalid, that invalidity shall not affect other provisions or applications of policy that can be given effect without the invalid provision or application; and to this end the provisions of this policy manual are declared to be severable.

Policy Development

Policies and policy amendments may be initiated by the Superintendent, Board members, school personnel, or community citizens, but generally shall be recommended for the Board’s consideration by the Superintendent.

Official Policy Manual

The Board shall designate one copy of the local policy manual as the official policy manual of the District. The official copy shall be kept in the central administration office, and the Superintendent ~~or designee~~ shall be responsible for its accuracy and integrity and shall maintain a historical record of the District’s policy manual.

Adoption and Amendment

Generally proposed local policies or amendments shall be introduced and recommended to the Board at a duly called meeting and may be adopted at a subsequent meeting. However, notwithstanding this provision, the Board may adopt any local

policy at either a regular, special, or work study meeting if the Board deems it appropriate.

Local policies become effective upon Board adoption or at a future date designated by the Board at the time of adoption.

TASB Localized Updates

After Board review of legally referenced policies and adoption of local policies, the new material shall be incorporated into the official policy manual and into other localized policy manuals maintained by the District. If discrepancies occur between different copies of the manual, the version contained in the official policy manual shall be regarded as authoritative.

Vacation ~~Leave~~

~~The Board recognizes the value of time off and the need for vacation leave. The intent is for full-time employees to take their vacations during the year and not carry vacation days into the next year. Reality dictates that occasionally project deadlines and seasonal workloads may compromise employees' vacation plans. Supervisors and administrators shall allow as much latitude as practicable to accommodate 12-month employees. Because the District allows employees to retain 15 carry forward vacation days as a convenience to the employees, the District may restrict vacation to the current year earned if it causes undue hardship on the District.~~

~~Full-Time Employees~~

~~Only permanent, full-time, 12-month positions shall be eligible for vacation leave. The use of any employee leave requires the advance approval of the immediate supervisor and administrator and is dependent upon the ability of each department to maintain delivery of services.~~

~~Maximum Number of Accumulated~~ Days

Eligible employees in positions normally requiring 12 months of service annually shall receive paid vacation days in accordance with administrative regulations that address the following:

1. Eligibility criteria;

~~Eligible employees shall annually earn a maximum of ten vacation days at one day per month from September 1 through June 30. Employees who earned more than ten days per year before May 16, 1995, shall earn one-tenth of their vacation rate per month up to their maximum per year. New District employees may not use vacation days until they have worked six months. Employees promoted or assigned to a 12-month position shall be eligible for proration of the maximum ten-day vacation leave. If an employee is promoted/assigned in the first half of a calendar month (by the 15th of each month), he or she shall be eligible for a day for that month. A terminating employee who works through the 15th of the month shall also be eligible for a vacation day for that month.~~

~~Pay for Vacation Time~~

~~Unused vacation leave shall be paid at the end of employment with the District. Effective with the 1999–2000 school year, 15 days shall be the maximum amount eligible for remuneration.~~

~~Vacation Leave Prior to May 16, 1995~~

~~Employees who accrued more than ten days of vacation before May 16, 1995, shall retain and maintain the number of days they earned before that date. Effective for the 1999–2000 school year, 20 days shall be the maximum amount eligible for remuneration.~~

~~Maximum~~ Accrual rates and availability;

2. Request and approval processes;

3. Accumulation and carryover limits; and

Treatment of vacation days upon separation from service.~~Employees may carry unused earned vacation leave from one year to the next with a maximum of 15 days. The end of a year for this purpose is August.~~

Note: This policy addresses discrimination, harassment, and retaliation against~~involving~~ District employees. For Title IX and other provisions regarding~~For~~ discrimination, harassment, and retaliation against~~involving~~ students, see FFH. For reporting requirements related to child abuse and neglect, see FFG.

Definitions

Solely for purposes of this policy, the term "employee" includes former employees, applicants for employment, and unpaid interns.

Statement of Nondiscrimination

The District prohibits discrimination, including harassment, against any employee on the basis of race, color, religion, sex, ~~gender,~~ national origin, age, disability, or any other basis prohibited by law. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.

Discrimination

Discrimination against an employee is defined as conduct directed at an employee on the basis of race, color, religion, sex, ~~gender,~~ national origin, age, disability, or any other basis prohibited by law, that adversely affects the employee's employment.

In accordance with law, discrimination on the basis of sex includes discrimination on the basis of biological sex, gender identity, sexual orientation, gender stereotypes, or any other prohibited basis related to sex.

Prohibited Conduct

In this policy, the term "prohibited conduct" includes discrimination, harassment, and retaliation as defined by this policy, even if the behavior does not rise to the level of unlawful conduct.

Prohibited conduct also includes sexual harassment as defined by Title IX. [See FFH(LEGAL)]

Prohibited Harassment

Prohibited harassment of an employee is defined as physical, verbal, or nonverbal conduct based on an employee's race, color, religion, sex, ~~gender,~~ national origin, age, disability, or any other basis prohibited by law, when the conduct is so severe, persistent, or pervasive that the conduct~~:~~:

1. Has the purpose or effect of unreasonably interfering with the employee's work performance;
2. Creates an intimidating, threatening, hostile, or offensive work environment; or
3. Otherwise adversely affects the employee's performance, environment, or employment opportunities.

Examples

~~**Sexual Harassment**~~

Examples of prohibited harassment may include offensive or derogatory language directed at another person's religious beliefs or practices, accent, skin color, gender identity, or need for workplace accommodation; threatening or intimidating conduct; offensive jokes, name calling, slurs, or rumors; cyberharassment; physical aggression or assault; display of graffiti or printed material promoting racial, ethnic, or other negative stereotypes; or other kinds~~types~~ of aggressive conduct such as theft or damage to property.

Sex-Based Harassment

As required by law, the District shall follow the procedures below at Response to Sexual Harassment—Title IX upon a report of sex-based harassment, including sexual harassment, when such allegations, if proved, would meet the definition of sexual harassment under Title IX. [See FFH(LEGAL)]

Sexual Harassment

Sexual harassment is a form of sex discrimination defined as unwelcome sexual advances; requests for sexual favors; sexually motivated physical, verbal, or nonverbal conduct; or other conduct or communication of a sexual nature when:

1. Submission to the conduct is either explicitly or implicitly a condition of an employee's employment, or when submission to or rejection of the conduct is the basis for an employment action affecting the employee; or

2. The conduct is so severe, persistent, or pervasive that it has the purpose or effect of unreasonably interfering with the employee's work performance or creates an intimidating, threatening, hostile, or offensive work environment.

Examples

Examples of sexual harassment may include sexual advances; touching intimate body parts; coercing or forcing a sexual act on another; jokes or conversations of a sexual nature; and other sexually motivated conduct, contact, or communication, including electronic communication~~or contact~~.

~~**Retaliation**~~

~~The District prohibits retaliation against an employee who makes a claim alleging to have experienced discrimination or harassment, or another employee who, in good faith, makes a report, serves as a witness, or otherwise participates in an investigation.~~

~~Examples~~

~~Examples of retaliation may include termination, refusal to hire, demotion, and denial of promotion. Retaliation may also include threats, unjustified negative evaluations, unjustified negative references, or increased surveillance.~~

~~**Prohibited Conduct**~~

~~In this policy, the term "prohibited conduct" includes discrimination, harassment, and retaliation as defined by this policy, even if the behavior does not rise to the level of unlawful conduct.~~

Reporting Procedures

AnyAn employee who believes that he or she has experienced prohibited conduct or believes that another employee has experienced prohibited conduct should immediately report the alleged acts. The employee may report the alleged acts to his or her supervisor or campus principal.

Alternatively, the employee may report the alleged acts to one of the District officials below.

Definition of District Officials

For the purposes of this policy, District officials are the Title IX coordinator, the ADA/Section 504 coordinator, and the Superintendent.

Title IX Coordinator

Reports of discrimination based on sex, including sexual harassment, may be directed to the designated Title IX coordinator. [See DIA(EXHIBIT)]Title IX coordinator. By regulation, the District shall designate, from time to time, persons to coordinate its efforts to comply with Title IX of the Education Amendments of 1972, as amended.

ADA / Section 504 Coordinator

Reports of discrimination based on disability may be directed to the designated ADA/Section 504 coordinator. [See DIA(EXHIBIT)]The District shall, by regulation, designate from time to time persons to coordinate its efforts to comply with Title II of the Americans with Disabilities Act of 1990, as amended, which incorporates and expands upon the requirements of Section 504 of the Rehabilitation Act of 1973, as amended.

Superintendent

The Superintendent shall serve as coordinator for purposes of District compliance with all other nondiscriminationantidiscrimination laws.

Alternative Reporting Procedures

An employee shall not be required to report prohibited conduct to the person alleged to have committed the conductit. Reports concerning prohibited conduct, including reports against the Title IX coordinator or ADA/Section 504 coordinator, may be directed to the Superintendent.

A report against the Superintendent may be made directly to the Board. If a report is made directly to the Board, the Board shall appoint an appropriate person to conduct an investigation.

Timely Reporting

To ensure the District's prompt investigation, reportsReports of prohibited conduct shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to promptly report may impair the District's ability to investigate and address the prohibited conduct.

Notice of Report

Any District supervisor who receives a report of prohibited conduct shall immediately notify the appropriate District official listed above and take any other steps required by this policy.

Any District employee who receives a report of prohibited conduct based on sex, including sexual harassment, shall immediately notify the Title IX coordinator.

Investigation of Reports Other Than Title IX~~the Report~~

The following procedures apply to all allegations of prohibited conduct other than allegations of harassment prohibited by Title IX. [See FFH(LEGAL)] For allegations of sex-based harassment that, if proved, would meet the definition of sexual harassment under Title IX, see the procedures below at Response to Sexual Harassment—Title IX.

The District may request, but shall not require~~insist upon~~, a written report. If a report is made orally, the District official shall reduce the report to written form.

Initial Assessment

Upon receipt or notice of a report, the District official shall determine whether the allegations, if proved~~proven~~, would constitute prohibited conduct as defined by this policy. If so, the District ~~official~~ shall immediately authorize or undertake an investigation, regardless of whether a criminal or regulatory investigation regarding the same or similar allegations is pending.

Interim Action

If appropriate, the District shall promptly take interim action calculated to prevent prohibited conduct during the course of an investigation.

District Investigation

The investigation may be conducted by the District official or a designee, such as the campus principal, or by a third party designated by the District, such as an attorney. When appropriate, the ~~campus~~ principal or supervisor shall be involved in or informed of the investigation.

The investigation may consist of personal interviews with the person making the report, the person against whom the report is filed, and others with knowledge of the circumstances surrounding the allegations. The investigation may also include analysis of other information or documents related to the allegations.

Concluding the Investigation

Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the report; however, the investigator shall take additional time if necessary to complete a thorough investigation.

The investigator shall prepare a written report of the investigation. The report shall be filed with the District official overseeing the investigation.

District Action

If the results of an investigation indicate that prohibited conduct occurred, the District shall promptly respond by taking appropriate disciplinary or corrective action reasonably calculated to address the conduct.

The District may take action based on the results of an investigation, even if the conduct did not rise to the level of prohibited or unlawful conduct.

Confidentiality

To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation and comply with applicable law.

Appeal

A complainant who is dissatisfied with the outcome of the investigation may appeal through DGBA(LOCAL), beginning at the appropriate level.

The complainant may have a right to file a complaint with appropriate state or federal agencies.

Response to Sexual Harassment—Title IX

General Response

For purposes of the District's response to reports of harassment prohibited by Title IX, definitions can be found in FFH(LEGAL).

When the District receives notice or an allegation of conduct that, if proved, would meet the definition of sexual harassment under Title IX, the Title IX coordinator shall promptly contact the complainant to:

- Discuss the availability of supportive measures and inform the complainant that they are available, with or without the filing of a formal complaint;
- Consider the complainant's wishes with respect to supportive measures; and
- Explain to the complainant the option and process for filing a formal complaint.

The District's response to sexual harassment shall treat complainants and respondents equitably by offering supportive measures to both parties, as appropriate, and by following the Title IX formal complaint process before imposing disciplinary sanctions or other actions that are not supportive measures against a respondent.

If a formal complaint is not filed, the District reserves the right to investigate and respond to prohibited conduct in accordance with Board policies and administrative procedures.

Title IX Formal Complaint Process

To distinguish the process described below from the District's general grievance policies [see DGBA, FNG, and GF], this policy refers to the grievance process required by Title IX regulations for responding to formal complaints of sexual harassment as the District's "Title IX formal complaint process."

The Superintendent shall ensure the development of a Title IX formal complaint process that complies with legal requirements. [See FFH(LEGAL)] The formal complaint process shall be posted on the District's website. In compliance with Title IX regulations, the District's Title IX formal complaint process shall address the following basic requirements:

1. Equitable treatment of complainants and respondents;
2. An objective evaluation of all relevant evidence;
3. A requirement that the Title IX coordinator, investigator, decision-maker, or any person designated to facilitate an informal resolution process not have a conflict of interest or bias;
4. A presumption that the respondent is not responsible for the alleged sexual harassment until a determination is made at the conclusion of the Title IX formal complaint process;
5. Time frames that provide for a reasonably prompt conclusion of the Title IX formal complaint process, including time frames for appeals and any informal resolution process, and that allow for temporary delays or the limited extension of time frames with good cause and written notice as required by law;
6. A description of the possible disciplinary sanctions and remedies that may be implemented following a determination of responsibility for the alleged sexual harassment;
7. A statement of the standard of evidence to be used to determine responsibility for all Title IX formal complaints of sexual harassment;
8. Procedures and permissible bases for the complainant and respondent to appeal a determination of responsibility or a dismissal of a Title IX formal complaint or any allegations therein;
9. A description of the supportive measures available to the complainant and respondent;
10. A prohibition on using or seeking information protected under a legally recognized privilege unless the individual holding the privilege has waived the privilege;

11. Additional formal complaint procedures in 34 C.F.R. 106.45(b), including written notice of a formal complaint, consolidation of formal complaints, recordkeeping, and investigation procedures; and

12. Other local procedures as determined by the Superintendent.

Standard of Evidence

The standard of evidence used to determine responsibility in a Title IX formal complaint of sexual harassment shall be the preponderance of the evidence.

Retaliation

The District prohibits retaliation against an employee who makes a claim alleging to have experienced discrimination or harassment, or another employee who, in good faith, makes a report of harassment or discrimination, files a complaint of harassment or discrimination, serves as a witness, or otherwise participates or refuses to participate in an investigation.

Examples

Examples of retaliation may include termination, refusal to hire, demotion, and denial of promotion. Retaliation may also include threats, intimidation, coercion, unjustified negative evaluations, unjustified negative references, or increased surveillance.

Records Retention

The District shall retain copies of allegations~~Copies of reports alleging prohibited conduct~~, investigation reports, and related records regarding any prohibited conduct in accordance with ~~shall be maintained by~~ the District's records control schedules, but ~~District~~ for no less than the minimum amount~~a period~~ of time required by law.~~at least three years.~~ [See CPC]

[For Title IX recordkeeping and retention provisions, see FFH(LEGAL) and the District's Title IX formal complaint process.]

Access to Policy and Procedures

Information regarding this~~This~~ policy and any accompanying procedures shall be distributed annually to District employees. Copies of the policy and procedures shall be posted on the District's website, to the extent practicable, and readily available at each campus and the District's~~District~~ administrative offices.

Meetings, Conferences, and Workshops

Professional personnel may attend and participate in meetings, conferences, and workshops that will contribute to their professional growth and development. [See also DMA and DMC]

When attendance at such events is recommended or required by the administration, the Board, TEA, or UIL, personnel may attend with the Superintendent's approval. No salary deduction or loss of leave shall occur when attendance is recommended or required.

The Superintendent may grant additional absences to employees for attendance at meetings, conferences, and workshops that are of special interest to the employee.

Release Time

Requests for release time with pay to attend employee organization meetings, other than any such meetings approved for required staff development purposes, shall be considered on a case-by-case basis. The responsibility for justifying the school-related purpose to be accomplished by attendance shall rest with the employee. Approval shall be given only if the employee is on the program, has some official function, or can obtain specific information related to his or her job description that will assist the District in improving the instructional program.

DELETE PER TASB UPDATE 115

Certificate of Coursework Completion

The District shall issue a certificate of coursework completion to a student who has successfully completed state and local credit requirements for graduation but has failed to meet all applicable state testing requirements. [See EIF, FMH]

Partial Credit

When a student earns a passing grade in only half of a course and the combined grade for both halves is lower than 70, the District shall award the student credit for the half with the passing grade.

Granting of Credit

The District shall offer a student the following options to receive course credit for graduation, if all other conditions are satisfied:

1. Passing a one-semester course.
2. Two-semester average of a full-year course is greater than or equal to a grade of 70.
3. Credit by examination.
4. Passing an approved correspondence course.

Note: The following provisions address equal educational opportunity for all students in accordance with law. For provisions addressing discrimination, harassment, and retaliation involving District students, see FFH.

Title IX Coordinator

The District designates and authorizes the~~has designated a~~ Title IX coordinator for students to coordinate its efforts to comply with Title IX of the Education Amendments of 1972, as amended. [See FB(EXHIBIT)]

ADA / Section 504 Coordinator

The District designates and authorizes the~~has designated an~~ ADA/Section 504 coordinator for students to coordinate its efforts to comply with Title II of the Americans with Disabilities Act of 1990, as amended, which incorporates and expands upon the requirements of Section 504 of the Rehabilitation Act of 1973 ("Section 504"), as amended. [See FB(EXHIBIT)]

Superintendent

The Superintendent shall serve as coordinator for purposes of District compliance with all other nondiscrimination laws.

Equal Educational Opportunity

General Education

The District shall provide necessary services and supports to provide students equal access to educational opportunities. [See EHBC]~~.~~ Certain instructional or other accommodations, including on state-mandated assessments, may be made when necessary, when allowable, and when these accommodations do not modify the rigor or content expectations of a subject, course, or assessment. [See EKB]

Additional Services and Supports

If the District has reason to believe that a student has a disability that may require additional services and supports in order for the student to receive an appropriate education as this term is defined by law, Section 504 and/or the Individuals with Disabilities Education Act (IDEA) shall govern the evaluation, services, and supports provided by the District. [See also EHBA series]

[For information regarding dyslexia and related disorders, see EHB.]

Note: The following provisions address the District's compliance efforts and system of procedural safeguards as required by federal regulations for a student with a disability as defined by Section 504. A report of discrimination or harassment based on a student's disability shall be made in accordance with FFH.

Section 504 Committees	The District shall form Section 504 committees as necessary. The Section 504 coordinator and members of each Section 504 committee shall receive training in the procedures and requirements for identifying and providing educational and related services and supports to a student who has a disability that results in a substantial limitation of a major life activity. Each Section 504 committee shall be composed of a group of persons knowledgeable about the student, the meaning of the evaluation data, placement options, and the legal requirements regarding least restrictive environment and comparable facilities for students with disabilities.
Referrals	If a teacher, school counselor, administrator, or other District employee has reason to believe that a student may have a disability as defined by Section 504, the District shall evaluate the student. A student may also be referred for evaluation by the student's parent.
Notice and Consent	The District shall seek written parental consent prior to conducting a formal evaluation. Ordinary observations in the classroom or other school setting shall not require prior parental consent.
Evaluation and Placement	The results of an evaluation shall be considered before any action is taken to place a student with a disability or make a significant change in placement in an instructional program. The Superintendent shall ensure that the District's procedures for tests and other evaluation materials comply with the minimum requirements of law. In interpreting evaluation data and when making decisions related to necessary services and supports, each Section 504 committee shall carefully consider and document information from a variety of sources in accordance with law.
Review and Reevaluation Procedure	To address the periodic reevaluation requirement of law, the District shall adhere to the reevaluation timelines in the IDEA regulations. A parent, teacher, or other District employee may request a review of a student's services and supports at any time, but a formal reevaluation shall generally occur no more frequently than once a year.
Examining Records	A parent shall make any request to review his or her child's education records to the campus principal or other identified custodian of records. [See FL]
Right to Impartial Hearing	A parent shall be given written notice of the due process right to an impartial hearing if the parent has a concern or complaint about the District's actions regarding the identification, evaluation, or educational placement of a student with a disability. The impartial

	hearing shall be conducted by a person who is knowledgeable about Section 504 issues and who is not employed by the District or related to a member of the Board in a degree that would be prohibited under the nepotism statute [see DBE]. The impartial hearing officer is not required to be an attorney. The District and the parent shall be entitled to legal representation at the impartial hearing.
Records Retention	Records specific to identification, evaluation, and placement as these pertain to Section 504 shall be retained by the District in accordance with law and the District's local records control~~retention~~ schedules. [See CPC]

Persons Age 21 and Over

The District shall not admit into its public schools any person age 21 or over unless otherwise required by law.

Registration Forms

The student's parent, legal guardian, or other person having lawful control shall annually complete registration forms. A student who has reached age 18 shall be permitted to complete these forms.

Proof of Residency

At the time of initial registration and on an annual basis thereafter, the parent, guardian, or other person having lawful control of the student under order of a court shall present proof of residency in accordance with administrative regulations developed by the Superintendent. The District may investigate stated residency as necessary.

Minor Living Apart

Person Standing in Parental Relation

A minor student residing in the District but whose parent, guardian, or other person having lawful control under a court order does not reside in the District shall present a power of attorney or an authorization agreement as provided in Chapter 34 of the Family Code assigning responsibility for the student in all school-related matters to an adult resident of the District.

Misconduct

A minor student living apart who has engaged in misconduct that results in any of the consequences found in Education Code 25.001(d) shall not be permitted to attend a District school.

Exceptions

Based on an individual student's circumstance, the Superintendent shall have authority to grant exceptions to the requirement for a power of attorney or authorization agreement and to the exclusion for misconduct.

Extracurricular Activities

The Superintendent shall determine whether a minor student living apart is present in the District for the primary purpose of participating in extracurricular activities.

Students Not Enrolled

A student enrolled in a private school, including a homeschool, shall not be eligible for concurrent enrollment in the District nor for participation in curricular or extracurricular activities, except as requiredprovided by law. [See EEL and FM]

Nonresident Student in Grandparent's After-School Care

The parent and grandparent of a nonresident student requesting admission under Education Code 25.001(b)(9) shall provide to the Superintendent the required information on the grandparent's residency and complete a form provided by the District describing the extent of after-school care to be provided by the grandparent.

The Superintendent shall have authority to approve or deny such admissions requests in accordance with criteria approved by the Board.

"Accredited" Defined

For the purposes of this policy, "accredited" shall be defined as accreditation by TEA, an equivalent agency from another state, or an accrediting association recognized by the commissioner of education.

Grade-Level Placement

Accredited Schools

The parent, guardian, or other person having lawful control of a student enrolling in a District school from an accredited public, private, or parochial school shall provide evidence of the prior schooling outside the District. The student shall be placed initially at the grade level reached elsewhere, pending observation by the classroom teacher, guidance personnel, and the principal. On the basis of these observations and results of tests that may be administered by appropriate District personnel, the principal shall determine the final grade placement.

Nonaccredited Schools

A student enrolling in a District school from a nonaccredited public, private, or parochial school, including a homeschool, shall be placed initially at the discretion of the principal, pending observation by classroom teachers, guidance personnel, and the principal. Criteria for placement may include:

1. Scores on achievement tests, which may be administered by appropriate District personnel.
2. Recommendation of the sending school.
3. Prior academic record.
4. Chronological age and social and emotional development of the student.
5. Other criteria deemed appropriate by the principal.

Transfer of Credit

Accredited Texas Public Schools

Credit toward state graduation requirements earned in an accredited public school district in Texas shall be transferable and recognized by the District.

Other Accredited or Nonaccredited Schools

Before recognizing credit in a course earned in an accredited nonpublic school, an accredited school outside of Texas, or a nonaccredited school, appropriate personnel shall evaluate a student's records and transcript. The District may require the student to demonstrate mastery of the content or use alternative methods to verify course content for the award of credit.

Transition Assistance

In accordance with law, when a student who is identified as homeless or in substitute care enrolls in the District, the District shall assess the student's available records and other relevant information to determine transfer of credit for subjects and courses taken prior to enrollment.

[See EI]

Withdrawal

A parent or guardian wishing to withdraw a minor student shall present a signed statement that includes the reason for the withdrawal. A student who is 18 or older may submit a withdrawal statement without a parent's or guardian's signature.

[For District withdrawal of students no longer in attendance, see FEA(LOCAL).]

Attendance Accounting System

The Superintendent shall be responsible for designating the official attendance-taking time during the campus's instructional day and maintaining a student attendance accounting system in accordance with statutory and TEA requirements. [See also FD for admissions and residency requirements.]

Alternative Attendance-Taking~~Recording~~ Time

The ~~When appropriate, the~~ Superintendent is authorized to ~~shall~~ establish written procedures permitting a campus to record absences in~~specify~~ an alternative hour from the District's official ~~time for taking~~ attendance-taking time ~~other than the second or fifth instructional hour. Exceptions may be authorized for an entire campus~~ or for a designated group of students at a campus. The alternative ~~time for recording~~ attendance-taking time shall be determined in accordance with TEA's *Student Attendance Accounting Handbook* and administrative regulations.

Parental Consent to Leave Campus

The Superintendent shall establish procedures regarding parental consent for a student to leave campus, including procedures for documenting a student's absence. The procedures shall be communicated in the employee and student handbooks.

Counselors

Guidance counselors provide counseling services to promote each student's personal, academic, career, and social development in the educational setting. Counselors plan, implement, and evaluate comprehensive developmentally appropriate guidance programs that address the identified needs of students. Counselors also provide appropriate counseling interventions to help all students become responsible and productive citizens.

Program Design

A comprehensive developmental guidance and counseling program shall include:

1. A guidance curriculum that addresses academic, career, and social development;
2. A responsive services component that addresses personal concerns and issues;
3. An individual planning system emphasizing educational, career, and personal planning; and
4. System support to coordinate the efforts of teachers, staff, parents, and the community in promoting student development.

Program Delivery

Counseling services are delivered through individual and small group counseling sessions as well as large group guidance activities. In addition, counselors consult with parents, educators, school personnel, and other professionals to facilitate effective communications and promote student success. In consultation with parents, counselors also coordinate services for students and make referrals to school resources and community agencies as appropriate.

Parental Review

All materials used in the guidance program shall be open to review by parents and interested community members upon request. Additionally, materials shall be available for review at scheduled campus events during the school year.

Parental Consent

Guidance and counseling services are provided as a regular part of the instructional program in Ector Country Independent School District. As part of the regular instructional program, parent or guardian consent for student participation is only required for those activities for which the District requires parental consent. [See FNG(LEGAL), FFE(LEGAL), EHA(LEGAL), FM(LEGAL)]

Professional Growth

Counselors shall actively participate in appropriate staff development provided by professional counselor organizations, region service centers, school district departments, and state counselor conferences. Counselors shall maintain high professional standards and adhere to the codes of conduct governing the counseling profession.

DELETED PER TASB UPDATE 115

Program to Address Child Sexual Abuse, Trafficking, and Maltreatment

~~Board Adoption~~

The District's program to address ~~In compliance with Education Code 38.004(a), the Board adopts the~~ child sexual abuse, trafficking, and other maltreatment of children, as included in the District improvement plan and the student handbook, shall include ~~and neglect policy developed by the commissioner of education. [See FFG(LEGAL) and (EXHIBIT)]~~

~~Staff Training~~

~~The Board directs the Superintendent to ensure that staff development training addresses all aspects of the rules, including~~:

1. Methods~~Legal penalties~~ for increasing staff, student, and parent awareness regarding these issues, including prevention techniques and knowledge of likely warning signs indicating that a child may be a victim;
2. Age-appropriate, research-based antivictimization programs for students;
3. Actions that a child who is a victim should take~~failure~~ to obtain assistance and intervention; and
4. Available counseling options for affected students.

Training

The District shall provide training to employees as required by law. Training shall address techniques to prevent and recognize sexual abuse, trafficking, and all other maltreatment of children, including children~~comply~~ with significant cognitive disabilities. [See DMA]

1. [See BBD for Board member training~~reporting~~ requirements and BJCB for Superintendent continuing education requirements.]~~disciplinary action for violation of policy;~~
2. ~~Prohibitions against interference with investigations [see GRA];~~
3. ~~Immunity from liability for good-faith reporting or assisting in an official investigation [see DH]; and~~
4. ~~Confidentiality requirements [see DH].~~

~~Reports~~Reporting Child Abuse and Neglect

Any person who has cause to believe that a child's physical or mental health or welfare has been adversely affected by abuse or neglect has a legal responsibility, under state law, to immediately report the suspected abuse or neglect to an appropriate authority.

As defined in state law, child abuse and neglect include both sex and labor trafficking of a child.

The following individuals have an additional legal obligation to submit a written or oral report within 48 hours of learning of the facts giving rise to the suspicion of abuse or neglect:

5. Any District employee, agent, or contractor who suspects a child's physical or mental health or welfare has been adversely affected by abuse or neglect.

6. A professional who has cause to believe that a child has been or may be abused or neglected or may have been a victim of indecency with a child. A professional is anyone licensed or certified by the state who has direct contact with children in the normal course of duties for which the individual is licensed or certified.

A person is required to make a report if the person has cause to believe that an adult was a victim of abuse or neglect as a child and the person determines in good faith that disclosure of the information is necessary to protect the health and safety of another child or an elderly or disabled person.

~~Reports shall be made to the Child Protective Services division of the Texas Department of Protective and Regulatory Services (24-hour hotline: 1-800-252-5400) or to a local CPS or law enforcement agency, as appropriate. [See FFG(EXHIBIT)]~~

[For parental notification requirements regarding an allegation of educator misconduct with a student, see FFF.]

Restrictions on Reporting

In accordance with law, an employee is prohibited from using or threatening to use a parent's refusal to consent to administration of a psychotropic drug or to any other psychiatric or psychological testing or treatment of a child as the sole basis for making a report of neglect, unless the employee has cause to believe that the refusal:

1. Presents a substantial risk of death, disfigurement, or bodily injury to the child; or

2. Has resulted in an observable and material impairment to the growth, development, or functioning of the child.

Making a Report

Reports may be made to any of the following:

1. A state or local law enforcement agency;

2. The Child Protective Services (CPS) division of the Texas Department of Family and Protective Services (DFPS) at (800) 252-5400 or the Texas Abuse Hotline Website[i];

3. A local CPS office; or

4. If applicable, the state agency operating, licensing, certifying, or registering the facility in which the suspected abuse or neglect occurred.

However, if the suspected abuse or neglect involves a person responsible for the care, custody, or welfare of the child, the report must be made to DFPS, unless the report is to the state agency that operates, licenses, certifies, or registers the facility where the suspected abuse or neglect took place; or the report is to the Texas Juvenile Justice Department as a report of suspected abuse or neglect in a juvenile justice program or facility.

An individual does not fulfill his or her responsibilities under the law by only reporting suspicion of abuse or neglect to a campus principal, school counselor, or another District staff member. Furthermore, the District is prohibited from requiring an employee to first report his or her suspicion to a District or campus administrator.

Confidentiality

In accordance with state law, the identity of a person making a report of suspected child abuse or neglect shall be kept confidential and disclosed only in accordance with the rules of the investigating agency.

Immunity

A person who in good faith reports or assists in the investigation of a report of child abuse or neglect is immune from civil or criminal liability.

Failing to Report Suspected Child Abuse or Neglect

By failing to report suspicion of child abuse or neglect, an employee:

1. May be placing a child at risk of continued abuse or neglect;
2. Violates the law and may be subject to legal penalties, including criminal sanctions for knowingly failing to make a required report;
3. Violates Board policy and may be subject to disciplinary action, including possible termination of employment; and
4. May have his or her certification from the State Board for Educator Certification suspended, revoked, or canceled in accordance with 19 Administrative Code Chapter 249.

It is a criminal offense to coerce someone into suppressing or failing to report child abuse or neglect.

Responsibilities Regarding Investigations

In accordance with law, District officials shall be prohibited from:

1. Denying an investigator's request to interview a child at school in connection with an investigation of child abuse or neglect;
2. Requiring that a parent or school employee be present during the interview; or

3. Coercing someone into suppressing or failing to report child abuse or neglect.

District personnel shall cooperate fully and without parental consent, if necessary, with an investigation of reported child abuse or neglect. [See GKA]

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[i] Texas Abuse Hotline Website: http://www.txabusehotline.org

Note: This policy addresses discrimination, harassment, and retaliation against~~involving~~ District students. For provisions regarding discrimination, harassment, and retaliation against~~involving~~ District employees, see DIA. For reporting requirements related to child abuse and neglect, see FFG. Note that FFH shall be used in conjunction with FFI (bullying) for certain prohibited conduct.

Statement of Nondiscrimination

The District prohibits discrimination, including harassment, against any student on the basis of race, color, religion, sex, gender, national origin, age, disability~~, age~~, or any other basis prohibited by law. The District prohibits dating violence, as defined by this policy. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.

Discrimination

Discrimination against a student is defined as conduct directed at a student on the basis of race, color, religion, sex, gender, national origin, age, disability, ~~age,~~ or ~~on~~ any other basis prohibited by law, that adversely affects the student.

Prohibited Conduct

In this policy, the term "prohibited conduct" includes discrimination, harassment, dating violence, and retaliation as defined by this policy, even if the behavior does not rise to the level of unlawful conduct.

Prohibited conduct also includes sexual harassment as defined by Title IX. [See FFH(LEGAL)]

Prohibited Harassment

Prohibited harassment of a student is defined as physical, verbal, or nonverbal conduct based on the student's race, color, religion, sex, gender, national origin, age, disability, ~~age,~~ or any other basis prohibited by law, when the conduct ~~that~~ is so severe, persistent, or pervasive that the conduct:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
3. Otherwise adversely affects the student's educational opportunities.

Prohibited harassment includes dating violence as defined by law and this policy.

Examples

Examples of prohibited harassment may include offensive or derogatory language directed at another person's religious beliefs or practices, accent, skin color, or need for accommodation; threatening, intimidating, or humiliating conduct; offensive jokes, name calling, slurs, or rumors; cyberharassment; physical aggression or assault; display of graffiti or printed material promoting racial, ethnic, or other negative stereotypes; or other kinds of aggressive conduct such as theft or damage to property.

Sex-Based Harassment

As required by law, the District shall follow the procedures below at Response to Sexual Harassment—Title IX upon a report of sex-based harassment, including sexual harassment, gender-based harassment, and dating violence, when such allegations, if proved, would meet the definition of sexual harassment under Title IX. [See FFH(LEGAL)]

Sexual Harassment

By an Employee

Sexual harassment of a student by a District employee includes both welcome and unwelcome sexual advances; requests for sexual favors; sexually motivated physical, verbal, or nonverbal conduct; or other conduct or communication of a sexual nature when:

1. A District employee causes the student to believe that the student must submit to the conduct in order to participate in a school program or activity, or that the employee will make an educational decision based on whether or not the student submits to the conduct; or
2. The conduct is so severe, persistent, or pervasive that it:
    a. Affects the student's ability to participate in or benefit from an educational program or activity, or otherwise adversely affects the student's educational opportunities; or
    b. Creates an intimidating, threatening, hostile, or abusive educational environment.

Romantic or other inappropriate social relationships between students and District employees are prohibited. Any sexual relationship between a student and a District employee is always prohibited, even if consensual. [See DH]

By Others

Sexual harassment of a student, including harassment committed by another student, includes unwelcome sexual advances; requests for sexual favors; or sexually motivated physical, verbal, or nonverbal conduct when the conduct is so severe, persistent, or pervasive that it:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
3. Otherwise adversely affects the student's educational opportunities.

Examples

Examples of sexual harassment of a student may include sexual advances; touching intimate body parts or coercing physical contact that is sexual in nature; jokes or conversations of a sexual nature; and other sexually motivated conduct, contact, or communications, including electronic communication~~or contact~~.

Necessary or permissible physical contact such as assisting a child by taking the child's hand, comforting a child with a hug, or other physical contact not reasonably construed as sexual in nature is not sexual harassment.

Gender-Based Harassment

Gender-based harassment includes physical, verbal, or nonverbal conduct based on the student's gender, the student's expression of characteristics perceived as stereotypical for the student's gender, or the student's failure to conform to stereotypical notions of masculinity or femininity. For purposes of this policy, gender-based harassment is considered prohibited harassment if the conduct is so severe, persistent, or pervasive that the conduct:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
3. Otherwise adversely affects the student's educational opportunities.

Examples

Examples of gender-based harassment directed against a student, regardless of the student's or the harasser's actual or perceived sexual orientation or gender identity, may include offensive jokes, name-calling, slurs, or rumors; cyberharassment; physical aggression or assault; threatening or intimidating conduct; or other kinds of aggressive conduct such as theft or damage to property.

Dating Violence

Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control the other person in the relationship. Dating violence also occurs when a person commits

these acts against a person in a marriage or dating relationship with the individual who is or was once in a marriage or dating relationship with the person committing the offense.

For purposes of this policy, dating violence is considered prohibited harassment if the conduct is so severe, persistent, or pervasive that the conduct:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
3. Otherwise adversely affects the student's educational opportunities.

Examples

Examples of dating violence against a student may include physical or sexual assaults; name-calling; put-downs; or threats directed at the student, the student's family members, or members of the student's household. Additional examples may include destroying property belonging to the student, threatening to commit suicide or homicide if the student ends the relationship, attempting to isolate the student from friends and family, stalking, threatening a student's spouse or current dating partner, or encouraging others to engage in these behaviors.

~~**Retaliation**~~

~~The District prohibits retaliation by a student or District employee against a student alleged to have experienced discrimination or harassment, including dating violence, or another student who, in good faith, makes a report of harassment or discrimination, serves as a witness, or participates in an investigation.~~

~~Examples~~

~~Examples of retaliation may include threats, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.~~

~~**False Claim**~~

~~A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding discrimination or harassment, including dating violence, shall be subject to appropriate disciplinary action.~~

~~**Prohibited Conduct**~~

~~In this policy, the term "prohibited conduct" includes discrimination, harassment, dating violence, and retaliation as defined by this policy, even if the behavior does not rise to the level of unlawful conduct.~~

Reporting Procedures

Student Report

Any student who believes that he or she has experienced prohibited conduct or believes that another student has experienced prohibited conduct should immediately report the alleged acts to a teacher, school counselor, principal, other District employee, or the appropriate District official listed in this policy.

Employee Report

Any District employee who suspects or receives direct or indirect notice that a student or group of students has or may have experienced prohibited conduct shall immediately notify the appropriate District official listed in this policy and take any other steps required by this policy.

Definition of District Officials

For the purposes of this policy, District officials are the Title IX coordinator, the ADA/Section 504 coordinator, and the Superintendent.

Title IX Coordinator

Reports of discrimination based on sex, including sexual harassment, ~~or~~ gender-based harassment, or dating violence, may be directed to the designated Title IX coordinator for students. [See FFH(EXHIBIT)]

ADA / Section 504 Coordinator

Reports of discrimination based on disability may be directed to the designated ADA/Section 504 coordinator for students. [See FFH(EXHIBIT)]

Superintendent

The Superintendent shall serve as coordinator for purposes of District compliance with all other nondiscrimination laws.

Alternative Reporting Procedures

An individual~~A student~~ shall not be required to report prohibited conduct to the person alleged to have committed the conduct. Reports concerning prohibited conduct, including reports against the Title IX coordinator or ADA/Section 504 coordinator, may be directed to the Superintendent.

A report against the Superintendent may be made directly to the Board. If a report is made directly to the Board, the Board shall appoint an appropriate person to conduct an investigation.

Timely Reporting

To ensure the District's prompt investigation, reports~~Reports~~ of prohibited conduct shall be made as soon as possible after the alleged act or knowledge of the alleged act. ~~A failure to immediately report may impair the District's ability to investigate and address the prohibited conduct.~~

Notice to Parents

The District official or designee shall promptly notify the parents of any student alleged to have experienced prohibited conduct by a District employee or another adult.

[For parental notification requirements regarding an allegation of educator misconduct with a student, see FFF.]

Investigation of Reports Other Than Title IX~~the Report~~

The following procedures apply to all allegations of prohibited conduct other than allegations of harassment prohibited by Title IX. [See FFH(LEGAL)] For allegations of sex-based harassment that, if proved, would meet the definition of sexual harassment under Title IX, including sexual harassment, gender-based harassment, and dating violence, see the procedures below at Response to Sexual Harassment—Title IX.

The District may request, but shall not require, a written report. If a report is made orally, the District official shall reduce the report to written form.

Initial Assessment

Upon receipt or notice of a report, the District official shall determine whether the allegations, if provedproven, would constitute prohibited conduct as defined by this policy. If so, the District shall immediately undertake an investigation, except as provided below at Criminal Investigation.

If the District official determines that the allegations, if provedproven, would not constitute prohibited conduct as defined by this policy, the District official shall refer the complaint for consideration under FFI.

Interim Action

If appropriate and regardless of whether a criminal or regulatory investigation regarding the alleged conduct is pending, the District shall promptly take interim action calculated to address prohibited conduct or bullying prior to the completion of the District's investigation.

District Investigation

The investigation may be conducted by the District official or a designee, such as the principal, or by a third party designated by the District, such as an attorney. When appropriate, the principal shall be involved in or informed of the investigation.

The investigation may consist of personal interviews with the person making the report, the person against whom the report is filed, and others with knowledge of the circumstances surrounding the allegations. The investigation may also include analysis of other information or documents related to the allegations.

Criminal Investigation

If a law enforcement or regulatory agency notifies the District that a criminal or regulatory investigation has been initiated, the District shall confer with the agency to determine if the District investigation would impede the criminal or regulatory investigation. The District shall proceed with its investigation only to the extent that it does not impede the ongoing criminal or regulatory investigation. After the law enforcement or regulatory agency has finished gathering its evidence, the District shall promptly resume its investigation.

Concluding the Investigation	Absent extenuating circumstances, such as a request by a law enforcement or regulatory agency for the District to delay its investigation, the investigation should be completed within ten District business days from the date of the report; however, the investigator shall take additional time if necessary to complete a thorough investigation. The investigator shall prepare a written report of the investigation. The report shall include a determination of whether prohibited conduct or bullying occurred. The report shall be filed with the District official overseeing the investigation.
Notification of Outcome	Notification of the outcome of the investigation shall be provided to both parties in compliance with FERPA.
District Action Prohibited Conduct	If the results of an investigation indicate that prohibited conduct occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the Student Code of Conduct and may take corrective action reasonably calculated to address the conduct.
Corrective Action	Examples of corrective action may include a training program for those involved in the reportcomplaint, a comprehensive education program for the school community, counseling to the victim and the student who engaged in prohibited conduct, follow-up inquiries to determine if any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where prohibited conduct has occurred, and reaffirming the District's policy against discrimination and harassment.
Bullying	If the results of an investigation indicate that bullying occurred, as defined by FFI, the District official shall refer to FFI for appropriate notice to parents and District action. The District official shall refer to FDB for transfer provisions.
Improper Conduct	If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take disciplinary action in accordance with the Student Code of Conduct or other corrective action reasonably calculated to address the conduct.
Confidentiality	To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation and comply with applicable law.
Appeal	A student or parent who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the

appropriate level. A student or parent shall be informed of his or her right to file a complaint with the United States Department of Education Office for Civil Rights.

Response to Sexual Harassment–Title IX

For purposes of the District's response to reports of harassment prohibited by Title IX, definitions can be found in FFH(LEGAL).

General Response

When the District receives notice or an allegation of conduct that, if proved, would meet the definition of sexual harassment under Title IX, the Title IX coordinator shall promptly contact the complainant to:

- Discuss the availability of supportive measures and inform the complainant that they are available, with or without the filing of a formal complaint;
- Consider the complainant's wishes with respect to supportive measures; and
- Explain to the complainant the option and process for filing a formal complaint.

The District's response to sexual harassment shall treat complainants and respondents equitably by offering supportive measures to both parties, as appropriate, and by following the Title IX formal complaint process before imposing disciplinary sanctions or other actions that are not supportive measures against a respondent.

If a formal complaint is not filed, the District reserves the right to investigate and respond to prohibited conduct in accordance with Board policies and the Student Code of Conduct.

Title IX Formal Complaint Process

To distinguish the process described below from the District's general grievance policies [see DGBA, FNG, and GF], this policy refers to the grievance process required by Title IX regulations for responding to formal complaints of sexual harassment as the District's "Title IX formal complaint process."

The Superintendent shall ensure the development of a Title IX formal complaint process that complies with legal requirements. [See FFH(LEGAL)] The formal complaint process shall be posted on the District's website. In compliance with Title IX regulations, the District's Title IX formal complaint process shall address the following basic requirements:

1. Equitable treatment of complainants and respondents;

2. An objective evaluation of all relevant evidence;

3. A requirement that the Title IX coordinator, investigator, decision-maker, or any person designated to facilitate an informal resolution process not have a conflict of interest or bias;

4. A presumption that the respondent is not responsible for the alleged sexual harassment until a determination is made at the conclusion of the Title IX formal complaint process;

5. Time frames that provide for a reasonably prompt conclusion of the Title IX formal complaint process, including time frames for appeals and any informal resolution process, and that allow for temporary delays or the limited extension of time frames with good cause and written notice as required by law;

6. A description of the possible disciplinary sanctions and remedies that may be implemented following a determination of responsibility for the alleged sexual harassment;

7. A statement of the standard of evidence to be used to determine responsibility for all Title IX formal complaints of sexual harassment;

8. Procedures and permissible bases for the complainant and respondent to appeal a determination of responsibility or a dismissal of a Title IX formal complaint or any allegations therein;

9. A description of the supportive measures available to the complainant and respondent;

10. A prohibition on using or seeking information protected under a legally recognized privilege unless the individual holding the privilege has waived the privilege;

11. Additional formal complaint procedures in 34 C.F.R. 106.45(b), including written notice of a formal complaint, consolidation of formal complaints, recordkeeping, and investigation procedures; and

12. Other local procedures as determined by the Superintendent.

Standard of Evidence

The standard of evidence used to determine responsibility in a Title IX formal complaint of sexual harassment shall be the preponderance of the evidence.

Retaliation

The District prohibits retaliation by a student or District employee against a student alleged to have experienced discrimination or harassment, including dating violence, or another student who, in good faith, makes a report of harassment or discrimination, files a complaint of harassment or discrimination, serves as a witness, or

participates in an investigation. The definition of prohibited retaliation under this policy also includes retaliation against a student who refuses to participate in any manner in an investigation under Title IX.

Examples

Examples of retaliation may include threats, intimidation, coercion, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.

False Claim

A student who intentionally makes a false claim or offers false statements in a District investigation regarding discrimination or harassment, including dating violence, shall be subject to appropriate disciplinary action in accordance with law.

Records Retention

The District shall retain copies of allegations, investigation reports, and related records regarding any prohibited conduct in accordance with the District's records control~~retention~~ schedules, but for no less than the minimum amount of time required by law. [See CPC]

[For Title IX recordkeeping and retention provisions, see FFH(LEGAL) and the District's Title IX formal complaint process.]

Access to Policy and Procedures

Information regarding this policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's website, to the extent practicable, and readily available at each campus and the District's administrative offices.

UIL Activities

State Board and University Interscholastic League (UIL) rules shall govern interscholastic activities. However, Board policies and District rules may supplement State Board and UIL rules.

No event shall be scheduled and no student shall be allowed to participate in any UIL event unless all pertinent rules and regulations are strictly enforced. The Superintendent or designee shall maintain all necessary records and reports. Sponsors and coaches shall be responsible for knowledge of and compliance with rules for eligibility and participation. [See FM]

High School UIL Eligibility

In the District, high school is defined as grades 9–12 for UIL purposes. High school athletic eligibility is based upon UIL rules and regulations and Board policy. The first opportunity, for UIL purposes, to attend high school in the District is in grade 9.

If a student changes high school attendance zones either by moving within the District or by moving out of the District and returning, and has participated in a UIL athletic contest at any level at the high school, he or she may become eligible at the high school of his or her new attendance zone by obtaining a previous athletic participation form signed by the former coach, the new coach, the principal, and the athletic director.

A student enrolled in New Tech Odessa may participate in UIL activities at his or her home high school if the student satisfies all eligibility requirements of the UIL and the District.

Transfer Review

A student athlete who transfers from one school attendance zone to another and wants to participate in athletics must go before the District transfer committee if allegations are lodged concerning possible recruiting. All such allegations must be made in writing and must be signed. After hearing testimony, the committee shall determine if the transfer was for athletic reasons. Any citizen who has information on the transfer shall be permitted to testify before the committee. The athlete shall be allowed to practice but shall not participate until the review is complete.

Athletic Program

A well-rounded program of interscholastic athletics shall be maintained in the District's secondary schools. The operation of the total program, including the starting and ending dates for each sport, shall be in accordance with regulations set by the UIL and the Board.

Supervision of the program shall be the responsibility of the Superintendent, but certain responsibilities may be delegated to other staff members. In each school, the principal shall have direct responsibility to maintain the athletic program as an integral part of the educational program of that school.

DELETE PER UPDATE 115

Interschool competitive athletics shall not be part of the elementary grades' program. To the extent practicable, a program of intra-school sports activities for elementary students shall be maintained as part of the physical education program.

Non-UIL Activities Contests and competitive activities that are sponsored by outside organizations shall not be recommended to students unless the activities supplement and do not interfere with the regular school program. Contests and competitive activities shall have the prior approval of the Superintendent or designee, who shall develop the necessary rules and regulations to implement this policy. [See FM]

Overnight Trips Students involved in a UIL competition that requires an overnight trip shall have their expenses paid by the District. [See also FM, FMG]

Alternative Education Center A student may not participate in or attend any extracurricular activities conducted by the District while enrolled at the alternative education center.

DELETE PER UPDATE 115

Complaints

In this policy, the terms “complaint” and “grievance” shall have the same meaning.

Other Complaint Processes

Student or parent complaints shall be filed in accordance with this policy, except as required by the policies listed below. Some of these policies require appeals to be submitted in accordance with FNG after the relevant complaint process:

1. Complaints alleging discrimination or harassment based on race, color, religion, sex, gender, national origin, age, or disability~~, or religion~~ shall be submitted in accordance with FFH.
2. Complaints concerning dating violence shall be submitted in accordance with FFH.
3. Complaints concerning retaliation related to discrimination and harassment shall be submitted in accordance with FFH.
4. Complaints concerning bullying or retaliation related to bullying shall be submitted in accordance with FFI.
5. Complaints concerning failure to award credit or a final grade on the basis of attendance shall be submitted in accordance with FEC.
6. Complaints concerning expulsion shall be submitted in accordance with FOD and the Student Code of Conduct.
7. Complaints concerning any final decisions of the gifted and talented selection committee regarding selection for or exit from the gifted program shall be submitted in accordance with EHBB.
8. Complaints concerning identification, evaluation, or educational placement of a student with a disability within the scope of Section 504 shall be submitted in accordance with FB and the procedural safeguards handbook.
9. Complaints concerning identification, evaluation, educational placement, or discipline of a student with a disability within the scope of the Individuals with Disabilities Education Act shall be submitted in accordance with EHBAE, FOF, and the procedural safeguards handbook provided to parents of all students referred to special education.
10. Complaints concerning instructional resources shall be submitted in accordance with EF.

11. Complaints concerning a commissioned peace officer who is an employee of the District shall be submitted in accordance with CKE.

12. Complaints concerning intradistrict transfers or campus assignment shall be submitted in accordance with FDB.

13. Complaints concerning admission, placement, or services provided for a homeless student shall be submitted in accordance with FDC.

Complaints regarding refusal of entry to or ejection from District property based on Education Code 37.105 shall be filed in accordance with this policy. However, the timelines shall be adjusted as necessary to permit the complainant to address the Board in person within 90 calendar days of filing the initial complaint, unless the complaint is resolved before the Board considers it. [See GKA(LEGAL)]

Notice to Students and Parents

The District shall inform students and parents of this policy through appropriate District publications.

Guiding Principles

Informal Process

The Board encourages students and parents to discuss their concerns with the appropriate teacher, principal, or other campus administrator who has the authority to address the concerns. Concerns should be expressed as soon as possible to allow early resolution at the lowest possible administrative level.

Formal Process

A student or parent may initiate the formal process described below by timely filing a written complaint form.

Even after initiating the formal complaint process, students and parents are encouraged to seek informal resolution of their concerns. A student or parent whose concerns are resolved may withdraw a formal complaint at any time.

The process described in this policy shall not be construed to create new or additional rights beyond those granted by law or Board policy, nor to require a full evidentiary hearing or “mini-trial” at any level.

Freedom from Retaliation

Neither the Board nor any District employee shall unlawfully retaliate against any student or parent for bringing a concern or complaint.

General Provisions

Filing

Complaint forms and appeal notices may be filed by hand-delivery, electronic communication, including email and fax, or U.S. Mail. Hand-delivered filings shall be timely filed if received by the appropriate administrator or designee by the close of business on the deadline. Filings submitted by electronic communication shall

	be timely filed if they are received by the close of business on the deadline, as indicated by the date/time shown on the electronic communication. Mail filings shall be timely filed if they are postmarked by U.S. Mail on or before the deadline and received by the appropriate administrator or designated representative no more than three days after the deadline.
Scheduling Conferences	The District shall make reasonable attempts to schedule conferences at a mutually agreeable time. If a student or parent fails to appear at a scheduled conference, the District may hold the conference and issue a decision in the student's or parent's absence.
Response	At Levels One and Two, "response" shall mean a written communication to the student or parent from the appropriate administrator. Responses may be hand-delivered, sent by electronic communication to the student's or parent's email address of record, or sent by U.S. Mail to the student's or parent's mailing address of record. Mailed responses shall be timely if they are postmarked by U.S. Mail on or before the deadline.
Days	"Days" shall mean District business days, unless otherwise noted. ~~.~~ In calculating timelines under this policy, the day a document is filed is "day zero." The following business day is "day one."
Representative	"Representative" shall mean any person who or organization that is designated by the student or parent to represent the student or parent in the complaint process. A student may be represented by an adult at any level of the complaint. The student or parent may designate a representative through written notice to the District at any level of this process. If the student or parent designates a representative with fewer than three days' notice to the District before a scheduled conference or hearing, the District may reschedule the conference or hearing to a later date, if desired, in order to include the District's counsel. The District may be represented by counsel at any level of the process.
Consolidating Complaints	Complaints arising out of an event or a series of related events shall be addressed in one complaint. A student or parent shall not file separate or serial complaints arising from any event or series of events that have been or could have been addressed in a previous complaint.
Untimely Filings	All time limits shall be strictly followed unless modified by mutual written consent. If a complaint form or appeal notice is not timely filed, the complaint may be dismissed, on written notice to the student or parent, at any point during the complaint process. The student or

parent may appeal the dismissal by seeking review in writing within ten days from the date of the written dismissal notice, starting at the level at which the complaint was dismissed. Such appeal shall be limited to the issue of timeliness.

Costs Incurred

Each party shall pay its own costs incurred in the course of the complaint.

Complaint and Appeal Forms

Complaints and appeals under this policy shall be submitted in writing on a form provided by the District.

Copies of any documents that support the complaint should be attached to the complaint form. If the student or parent does not have copies of these documents, copies may be presented at the Level One conference. After the Level One conference, no new documents may be submitted by the student or parent unless the student or parent did not know the documents existed before the Level One conference.

A complaint or appeal form that is incomplete in any material aspect may be dismissed but may be refiled with all the required information if the refiling is within the designated time for filing.

~~**Investigations**~~

~~All reports of sexual harassment that are not minor shall be referred to the Title IX Coordinator. Oral complaints shall be reduced to writing to assist in the District's investigation of a complaint. To the greatest extent possible, complaints shall be treated as confidential. Limited disclosure may be necessary to identify witnesses and obtain evidence to complete a thorough investigation and make a determination. [See FFH]~~

Level One

Complaint forms must be filed:

1. Within 15 days of the date the student or parent first knew, or with reasonable diligence should have known, of the decision or action giving rise to the complaint or grievance; and

2. With the lowest level administrator who has the authority to remedy the alleged problem.

   In most circumstances, students and parents shall file Level One complaints with the campus principal.

   If the only administrator who has authority to remedy the alleged problem is the Superintendent or designee, the complaint may begin at Level Two following the procedure, including deadlines, for filing the complaint form at Level One.

If the complaint is not filed with the appropriate administrator, the receiving administrator must note the date and time the complaint

form was received and immediately forward the complaint form to the appropriate administrator.

The appropriate administrator shall investigate as necessary and schedule a conference with the student or parent within ten days after receipt of the written complaint. The administrator may set reasonable time limits for the conference.

Absent extenuating circumstances, the administrator shall provide the student or parent a written response within ten days following the conference. In reaching a decision, the administrator may consider information provided at the Level One conference and any other relevant documents or information the administrator believes will help resolve the complaint.

Level Two

If the student or parent did not receive the relief requested at Level One or if the time for a response has expired, the student or parent may request a conference with the Superintendent or designee to appeal the Level One decision.

The appeal notice must be filed in writing, on a form provided by the District, within ten days of the date of the written Level One response or, if no response was received, within ten days of the Level One response deadline.

After receiving notice of the appeal, the Level One administrator shall prepare and forward a record of the Level One complaint to the Level Two administrator. The student or parent may request a copy of the Level One record.

The Level One record shall include:

1. The original complaint form and any attachments.
2. All other documents submitted by the student or parent at Level One.
3. The written response issued at Level One and any attachments.
4. All other documents relied upon by the Level One administrator in reaching the Level One decision.

The Superintendent or designee shall schedule a conference within ten days after the appeal notice is filed. The conference shall be limited to the issues and documents considered at Level One. At the conference, the student or parent may provide information concerning any documents or information relied upon by the administration for the Level One decision. The Superintendent or designee may set reasonable time limits for the conference.

The Superintendent or designee shall provide the student or parent a written response within ten days following the conference. In reaching a decision, the Superintendent or designee may consider the Level One record, information provided at the Level Two conference, and any other relevant documents or information the Superintendent or designee believes will help resolve the complaint.

Recordings of the Level One and Level Two conferences, if any, shall be maintained with the Level One and Level Two records.

Level Three

If the student or parent did not receive the relief requested at Level Two or if the time for a response has expired, the student or parent may appeal the decision to the Board.

The appeal notice must be filed in writing, on a form provided by the District, within ten days of the date of the written Level Two response or, if no response was received, within ten days of the Level Two response deadline.

The Superintendent or designee shall inform the student or parent of the date, time, and place of the Board meeting at which the complaint will be on the agenda for presentation to the Board.

The Superintendent or designee shall provide the Board the record of the Level Two appeal. The student or parent may request a copy of the Level Two record.

The Level Two record shall include:

1. The Level One record.
2. The notice of appeal from Level One to Level Two.
3. The written response issued at Level Two and any attachments.
4. All other documents relied upon by the administration in reaching the Level Two decision.

The appeal shall be limited to the issues and documents considered at Level Two, except that if at the Level Three hearing the administration intends to rely on evidence not included in the Level Two record, the administration shall provide the student or parent notice of the nature of the evidence at least three days before the hearing.

The District shall determine whether the complaint will be presented in open or closed meeting in accordance with the Texas Open Meetings Act and other applicable law. [See BE]

The presiding officer may set reasonable time limits and guidelines for the presentation, including an opportunity for the student or parent and administration to each make a presentation and provide rebuttal and an opportunity for questioning by the Board. The Board shall hear the complaint and may request that the administration provide an explanation for the decisions at the preceding levels.

In addition to any other record of the Board meeting required by law, the Board shall prepare a separate record of the Level Three presentation. The Level Three presentation, including the presentation by the student or parent or the student's representative, any presentation from the administration, and questions from the Board with responses, shall be recorded by audio recording, video/audio recording, or court reporter.

The Board shall then consider the complaint. It may give notice of its decision orally or in writing at any time up to and including the next regularly scheduled Board meeting. If the Board does not make a decision regarding the complaint by the end of the next regularly scheduled meeting, the lack of a response by the Board upholds the administrative decision at Level Two.

Complaints

In this policy, the terms “complaint” and “grievance” shall have the same meaning.

Other Complaint Processes

Complaints by members of the public shall be filed in accordance with this policy, except as required by the policies listed below. Some of these policies require appeals to be submitted in accordance with GF after the relevant complaint process:

1. Complaints concerning instructional resources shall be filed in accordance with EF.
2. Complaints concerning a commissioned peace officer who is an employee of the District shall be filed in accordance with CKE.

Complaints regarding refusal of entry to or ejection from District property based on Education Code 37.105 shall be filed in accordance with this policy. However, the timelines shall be adjusted as necessary to permit the complainant to address the Board in person within 90 calendar days of filing the initial complaint, unless the complaint is resolved before the Board considers it. [See GKA(LEGAL)]

Guiding Principles

Informal Process

The Board encourages the public to discuss concerns with an appropriate administrator who has the authority to address the concerns. Concerns should be expressed as soon as possible to allow early resolution at the lowest possible administrative level.

Formal Process

An individual may initiate the formal process described below by timely filing a written complaint form.

Even after initiating the formal complaint process, individuals are encouraged to seek informal resolution of their concerns. An individual whose concerns are resolved may withdraw a formal complaint at any time.

The process described in this policy shall not be construed to create new or additional rights beyond those granted by law or Board policy, nor to require a full evidentiary hearing or “mini-trial” at any level.

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Representative	"Representative" shall mean any person who or organization that is designated by an individual to represent the individual in the complaint process. The individual may designate a representative through written notice to the District at any level of this process. If the individual designates a representative with fewer than three days' notice to the District before a scheduled conference or hearing, the District may reschedule the conference or hearing to a later date, if desired, in order to include the District's counsel. The District may be represented by counsel at any level of the process.
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A complaint or appeal form that is incomplete in any material aspect may be dismissed, but may be refiled with all the required information if the refiling is within the designated time for filing.

Level One

Complaint forms must be filed:

1. Within 15 days of the date the individual first knew, or with reasonable diligence should have known, of the decision or action giving rise to the complaint or grievance; and

2. With the lowest level administrator who has the authority to remedy the alleged problem.

   If the only administrator who has authority to remedy the alleged problem is the Superintendent or designee, the complaint may begin at Level Two following the procedure, including deadlines, for filing the complaint form at Level One.

If the complaint is not filed with the appropriate administrator, the receiving administrator must note the date and time the complaint form was received and immediately forward the complaint form to the appropriate administrator.

The appropriate administrator shall investigate as necessary and schedule a conference with the individual within ten days after receipt of the written complaint. The administrator may set reasonable time limits for the conference.

Absent extenuating circumstances, the administrator shall provide the individual a written response within ten days following the conference. In reaching a decision, the administrator may consider information provided at the Level One conference and any other relevant documents or information the administrator believes will help resolve the complaint.

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The presiding officer may set reasonable time limits and guidelines for the presentation, including an opportunity for the individual and administration to each make a presentation and provide rebuttal and an opportunity for questioning by the Board. The Board shall hear the complaint and may request that the administration provide an explanation for the decisions at the preceding levels.

In addition to any other record of the Board meeting required by law, the Board shall prepare a separate record of the Level Three presentation. The Level Three presentation, including the presentation by the individual or his or her representative, any presentation from the administration, and questions from the Board with responses, shall be recorded by audio recording, video/audio recording, or court reporter.

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Ector County Independent School District

Action Page

TO: Board of Trustees

FROM: Dr. Stephanie Howard

SUBJECT: **DISCUSSION OF AND REQUEST FOR APPROVAL OF THE 2020-2021 ECISD CAMPUS IMPROVEMENT PLANS**

DATE: September 15, 2020

Each campus, regardless of rating, is required to build a Campus Improvement Plan annually. This plan serves as the blueprint for how each school will uniquely address the campus-specific needs identified in their Comprehensive Needs Assessment (CNA). The Board is required to approve both District and Campus Improvement Plans every year. The Board approved the District Improvement Plan in April 2020, and the Executive Directors of Leadership used that plan to help principals (and their site-based decision-making team) build campus plans that are aligned to the vision, goals, strategies, and outcomes within it.

****

Administrative Recommendation:

Approval of the 2020-2021 ECISD Campus Improvement Plans

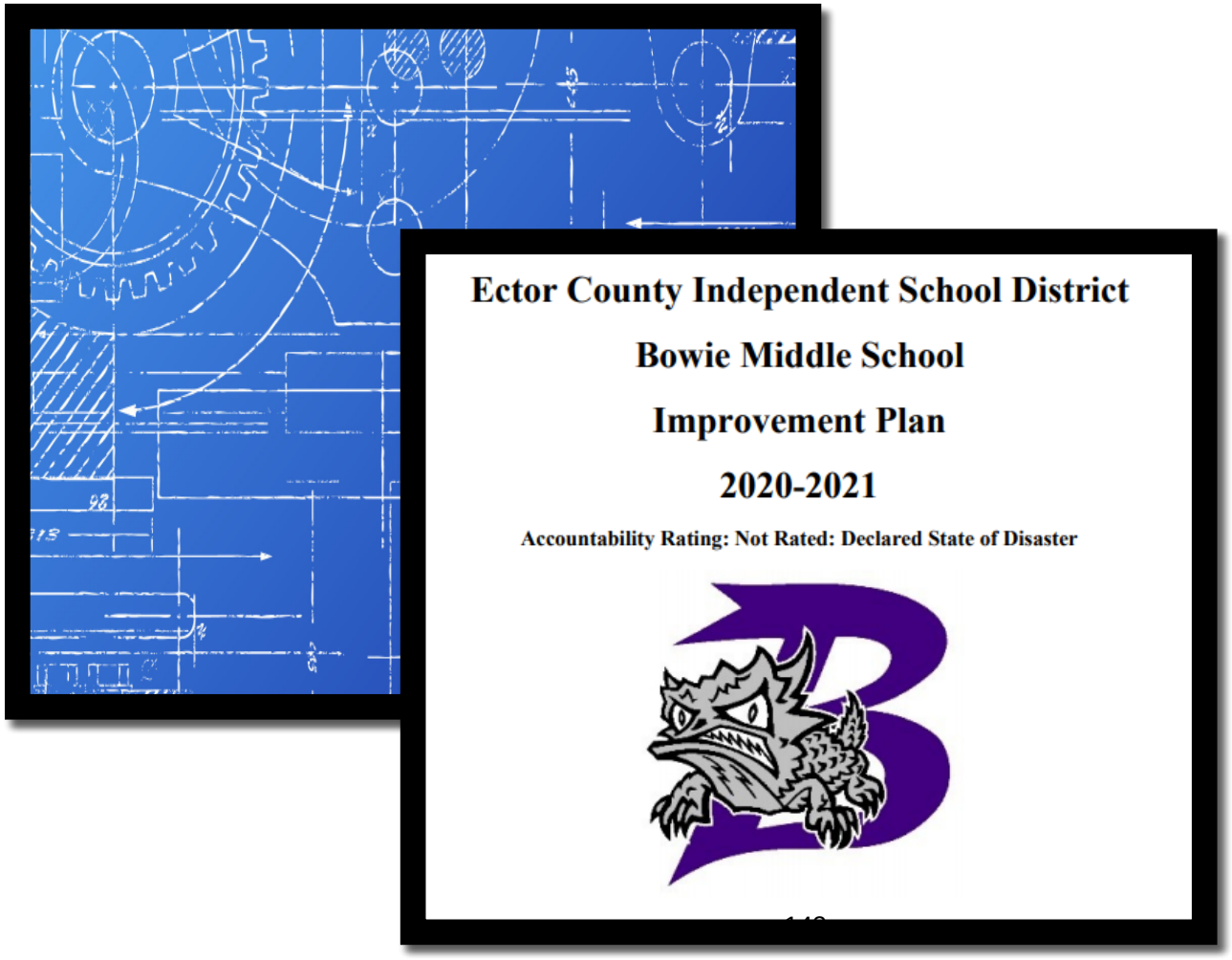
ECISD Campus Improvement Plans

September 15, 2020

Presented by Alicia Press in collaboration with

Robert Cedillo, Dr. Corey Seymour, Andrea Martin, and Dr. Stacy Johnson

What is a Campus Improvement Plan?



ECISD
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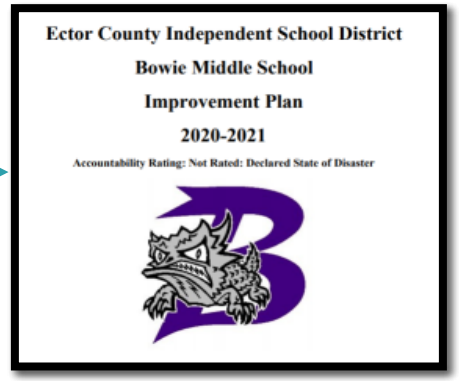
Campus Improvement Planning Process?

Clear Vision

Strategic Plan

Annual District Improvement Plan



Annual Campus Improvement Plan

Campus Improvement Plan

ECISD
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Campus Improvement Plan

Problem Statement	:	10% of parents have expressed struggling with understanding project-based learning instruction and Echo LMS especially at the freshmen level.
Root Cause	:	There is a lack of opportunities for parents to be involved at the campus. There is also a lack of workshops to educated parents on project-based learning and how to use the new Echo system. Parents do know how to best support their learners with project-based learning. Project-based learning and Echo is especially new to freshmen and new incoming students.

Problem Statement	:	Campus had 76 referrals in 2019-2020
Root Cause	:	Lack of CHAMPS/PBIS implementation on the bus, in PE and on the playground.

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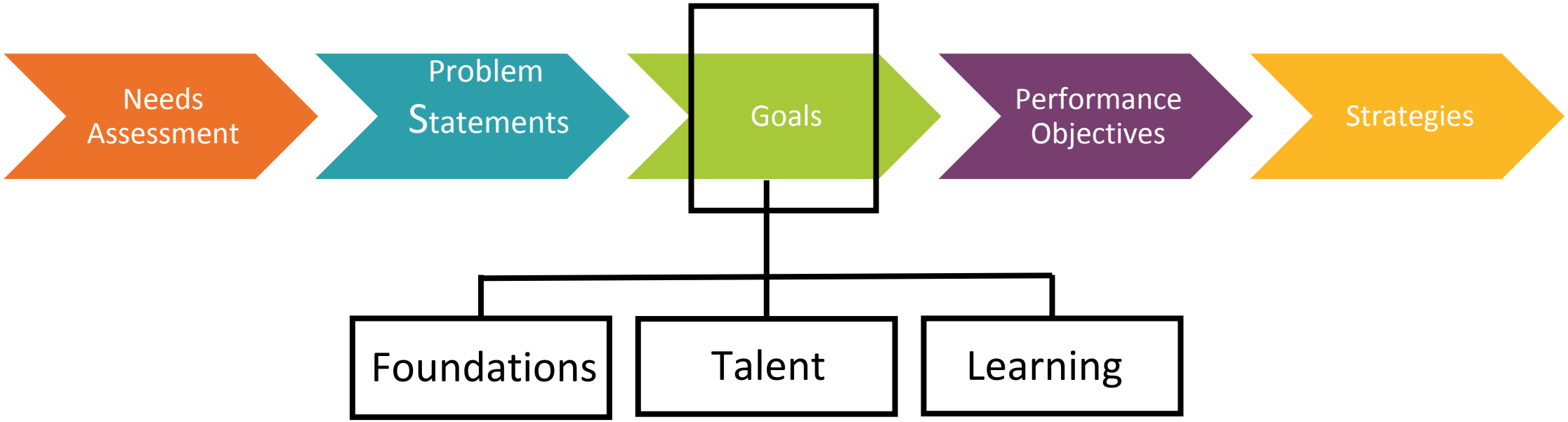
Campus Improvement Plan



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Campus Improvement Plan

Needs Assessment → Problem Statements → Goals → Performance Objectives → Strategies

Performance Objective 1

Annual student attendance will increase from 95.4% in 2020 to 97% in 2021.

Performance Objective 2

The campus teacher retention rate will increase from 62% in 2020 to 80% in 2021.

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Campus Improvement Plan

Teachers and campus leaders will use the know and show chart to unpack the learning standards before each unit begins to effectively determine what students should be learning. They will use the know and show chart to create exemplars to determine the learning gap.

Ross will leverage Opportunity Culture to extend the reach of high-quality teachers.

BMs will assemble a Discipline Management Committee to regularly monitor data to revise discipline practices that will reduce disproportional in-school and out of school placements.

Bowie Middle School will utilize K-12 Summit to improve language acquisition for ELs.

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Quarterly Virtual Coffee and Conversations with the Principal will be held to build strong relationships with parents. Sessions will be available in English and Spanish.

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System-Wide Challenges

- Anticipated learning loss- “COVID Slide”
- Lack of consistent access to digital resources
- Staff turnover
- Equity and access
- Chronic absenteeism
- School safety

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System-Wide Goals

Foundational Excellence

We will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Invest in Talent

Recruit, develop and retain highly-effective individuals who are invested in looking at tomorrow to inform their practices today.

Learning Journey

Establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream.

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2020-2021 Focal Points

Foundational Excellence

- Professional Learning Communities

- Social-Emotional Learning

- Anytime, Anywhere Teaching & Learning

- Daily Attendance

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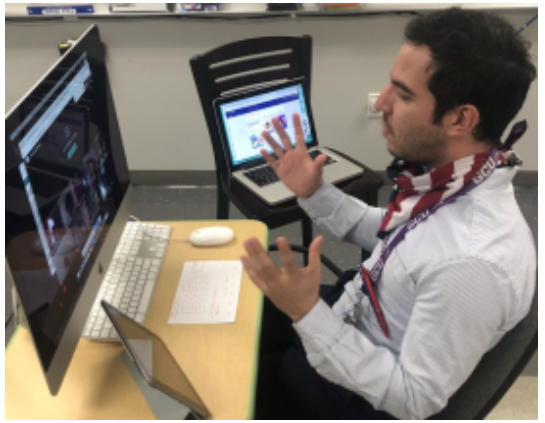
2020-2021 Focal Points

Invest in Talent

- Recruitment and Retention
- Job-Embedded Professional Learning
- Pipeline Development
- Strategic Staffing

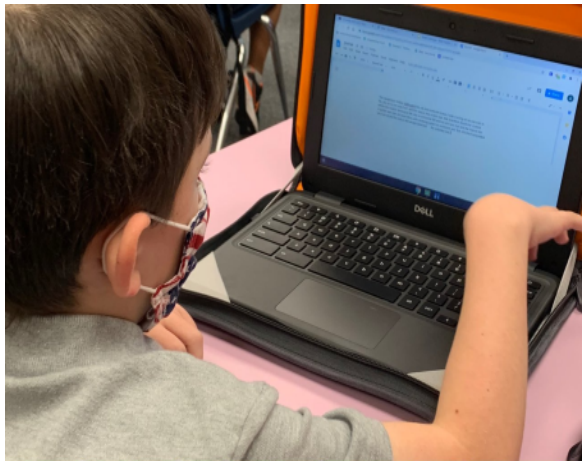


2020-2021 Focal Points

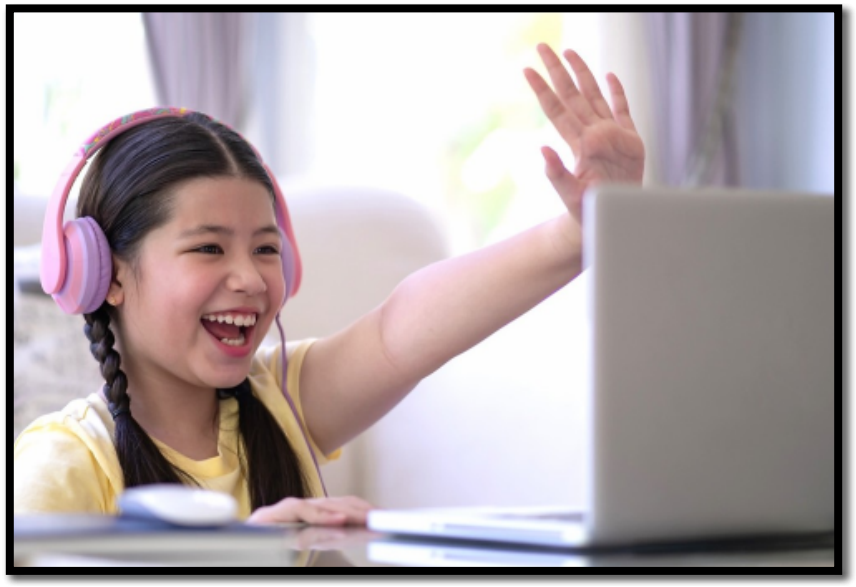
Learning Journey

- Kindergarten Readiness
- To and Through
- Personalized Learning
- Additional Days School Year

153



Next Steps



- Board approval
- Online posting
- Implementation
- Formative review- October, January, and March
- Summative review- May

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Feedback and Questions

THE FUTURE IS NOW

Foundations • Talent • Learning

ECISD

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Ector County Independent School District

Gale Pond Alamo Elementary

Improvement Plan

2020-2021

Accountability Rating: Not Rated: Declared State of Disaster

Mission Statement

GP Alamo STEAM Academy has the distinction of being a Nationally-certified STEM school of choice in Ector County ISD. We have a school culture of creating students that actively work with a spirit of inquiry through collaborative, inquiry-based learning that nurtures students' natural inquisitiveness and their willingness to explore, create, share, and learn.

Vision

GP Alamo STEAM Academy strives to become a student-focused professional learning community encompassing our families, schools, and community. With rigorous standards, we strive for student success by providing each student with the support of our educational community and a safe environment in which they can learn and achieve success.

Standards - We accept responsibility for students meeting grade level expectations.

Strive - We assist students as they strive to reach their highest potential.

Success - We help each student reach his/her full potential academically and socially.

Support - We seek strong parent and community relationships in the educational process.

Safe - We create a safe, supportive, positive, and encouraging learning environment.

Value Statement

Students attend the same number of instructional days as students on the traditional calendar and participate in additional

weeks of Intersession. Students also have an additional hour during the school day for extended learning. Intersessions enrich academic and social engagement through inquiry-based STEAM activities and innovative learning experiences in a small group setting. Intersession curriculum is designed to enhance the *science, technology, engineering, art, and math* relevant to childrens' daily lives and their ever-changing world.

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Comprehensive Needs Assessment

Needs Assessment Overview

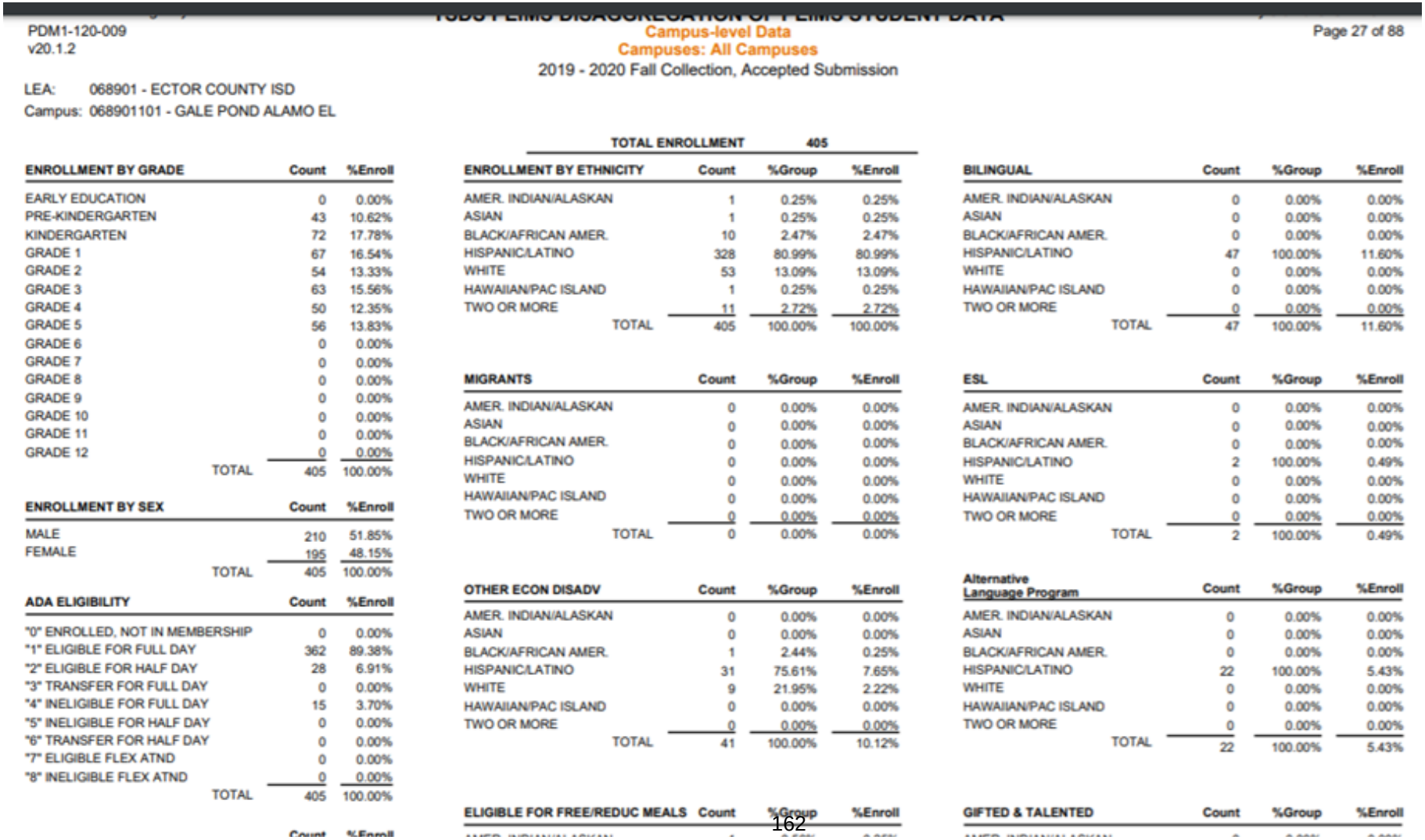
Fund 164: State Comp Ed Summer Remediation for STAAR/EOC recovery: Targeted grades Fund 164: State Comp Ed At Risk Tutoring Fund 164: State Comp Ed STRIDE Fund 164: State Comp Ed Literacy Initiatives/ Abydos Fund 164: State Comp Ed Communities in Schools Fund 164: State Comp Ed Core Teacher Professional Development for at risk strategies Fund 164: State Comp Ed Reading Coaches: Itenerant Comp Ed Fund 164: State Comp Ed Bilingual ESL Literacy: sub ob 89 Fund 164: State Comp Ed DAEP Program Fund 164: State Comp Ed Reading Dyslexia Interventionist Fund 164: State Comp Ed Instructional Aides & Bilingual Aides Fund 164: State Comp Ed Bilingual Specialist Fund 164: State Comp Ed ESL Specialist Fund 164: State Comp Ed Community Outreach Services Teachers Fund 211: Title One Schoowide Title One Teachers on Special Assignments Fund 211: Title One Schoowide Instructinal Coach Fund 211: Title One Schoowide Reading Specialist Fund 211: Title One Schoowide Parent Involvement Activities Fund 211: Title One Schoowide Supplemental materials, science, social studies and math Fund 211: Title One Schoowide Title One Supplemental Literacy Materials Fund 21615: Title One Priority focus Improvement CSS Services from Region 18 Fund 21615: Title One Priority focus Improvement Supplemental Instructional Support Activities as identified in planning Fund 21615: Title One Priority focus Improvement Professional Development for Administration Fund 21615: Title One Priority focus Improvement Parent Involvement Activities Fund 211-01: Title One D, Subpart 2 Professional Development for Administration Fund 255: Title 2 Professional Development Campus Curriculum Facilitators Fund 255: Title 2 Professional Development Reading Specialist Fund 263: Title 3 Bilingual/ ESL aides Fund 263: Title 3 Supplemental instructional resources Fund 263: Title 3 Supplemental Professional development for bilingual/ESL strategies Title 3 Fund 263 Bilingual Parenting Partners

Demographics

Demographics Summary

GP Alamo Steam Academy is a school of choice with a focus on Science, Technology, Engineering, Art, and Math. Alamo is one of the oldest schhols in ECISD built in 1948.

Based on the 2019-2020 PEIMS data, the student demographics are included below:



PDM1-120-009
v20.1.2

TSDS PEIMS DISAGGREGATION OF PEIMS STUDENT DATA
Campus-level Data
Campuses: All Campuses
2019 - 2020 Fall Collection, Accepted Submission

Page 27 of 88

LEA: 068901 - ECTOR COUNTY ISD
Campus: 068901101 - GALE POND ALAMO EL

TOTAL ENROLLMENT 405

ENROLLMENT BY GRADE	Count	%Enroll
EARLY EDUCATION	0	0.00%
PRE-KINDERGARTEN	43	10.62%
KINDERGARTEN	72	17.78%
GRADE 1	67	16.54%
GRADE 2	54	13.33%
GRADE 3	63	15.56%
GRADE 4	50	12.35%
GRADE 5	56	13.83%
GRADE 6	0	0.00%
GRADE 7	0	0.00%
GRADE 8	0	0.00%
GRADE 9	0	0.00%
GRADE 10	0	0.00%
GRADE 11	0	0.00%
GRADE 12	0	0.00%
TOTAL	405	100.00%

ENROLLMENT BY SEX	Count	%Enroll
MALE	210	51.85%
FEMALE	195	48.15%
TOTAL	405	100.00%

ADA ELIGIBILITY	Count	%Enroll
"0" ENROLLED, NOT IN MEMBERSHIP	0	0.00%
"1" ELIGIBLE FOR FULL DAY	362	89.38%
"2" ELIGIBLE FOR HALF DAY	28	6.91%
"3" TRANSFER FOR FULL DAY	0	0.00%
"4" INELIGIBLE FOR FULL DAY	15	3.70%
"5" INELIGIBLE FOR HALF DAY	0	0.00%
"6" TRANSFER FOR HALF DAY	0	0.00%
"7" ELIGIBLE FLEX ATND	0	0.00%
"8" INELIGIBLE FLEX ATND	0	0.00%
TOTAL	405	100.00%

ENROLLMENT BY ETHNICITY	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	1	0.25%	0.25%
ASIAN	1	0.25%	0.25%
BLACK/AFRICAN AMER.	10	2.47%	2.47%
HISPANIC/LATINO	328	80.99%	80.99%
WHITE	53	13.09%	13.09%
HAWAIIAN/PAC ISLAND	1	0.25%	0.25%
TWO OR MORE	11	2.72%	2.72%
TOTAL	405	100.00%	100.00%

MIGRANTS	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	0	0.00%	0.00%
BLACK/AFRICAN AMER.	0	0.00%	0.00%
HISPANIC/LATINO	0	0.00%	0.00%
WHITE	0	0.00%	0.00%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	0	0.00%	0.00%
TOTAL	0	0.00%	0.00%

OTHER ECON DISADV	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	0	0.00%	0.00%
BLACK/AFRICAN AMER.	1	2.44%	0.25%
HISPANIC/LATINO	31	75.61%	7.65%
WHITE	9	21.95%	2.22%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	0	0.00%	0.00%
TOTAL	41	100.00%	10.12%

ELIGIBLE FOR FREE/REDUC MEALS	Count	%Group	%Enroll

BILINGUAL	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	0	0.00%	0.00%
BLACK/AFRICAN AMER.	0	0.00%	0.00%
HISPANIC/LATINO	47	100.00%	11.60%
WHITE	0	0.00%	0.00%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	0	0.00%	0.00%
TOTAL	47	100.00%	11.60%

ESL	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	0	0.00%	0.00%
BLACK/AFRICAN AMER.	0	0.00%	0.00%
HISPANIC/LATINO	2	100.00%	0.49%
WHITE	0	0.00%	0.00%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	0	0.00%	0.00%
TOTAL	2	100.00%	0.49%

Alternative Language Program	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	0	0.00%	0.00%
BLACK/AFRICAN AMER.	0	0.00%	0.00%
HISPANIC/LATINO	22	100.00%	5.43%
WHITE	0	0.00%	0.00%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	0	0.00%	0.00%
TOTAL	22	100.00%	5.43%

GIFTED & TALENTED	Count	%Group	%Enroll

	Count	%Enroll
LEP	72	17.78%
IMMIGRANT	1	0.25%
ECONOMIC DISADVANTAGE	219	54.07%
MILITARY CONNECTED	13	3.21%
FOSTER CARE	2	0.49%
DYSLEXIA	2	0.49%
PK ELIGIBLE PREVIOUS YEAR	0	0.00%

AMER. INDIAN/ALASKAN	1	0.56%	0.25%
ASIAN	0	0.00%	0.00%
BLACK/AFRICAN AMER.	4	2.25%	0.99%
HISPANIC/LATINO	150	84.27%	37.04%
WHITE	14	7.87%	3.46%
HAWAIIAN/PAC ISLAND	1	0.56%	0.25%
TWO OR MORE	8	4.49%	1.98%
TOTAL	178	100.00%	43.95%

AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	0	0.00%	0.00%
BLACK/AFRICAN AMER.	0	0.00%	0.00%
HISPANIC/LATINO	45	78.95%	11.11%
WHITE	11	19.30%	2.72%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	1	1.75%	0.25%
TOTAL	57	100.00%	14.07%

This report displays the data for the FALL 2019 - 2020 collection that was accepted by the ESC on 01/16/2020 02:22 PM.

Demographics Strengths

Alamo's low mobility rates for teachers an students contiune to be a demographic strength of GPASA.

Pre-K through 3rd grade classrooms meet the required student-teacher ratio of 22:1 and 24:1 in 4th and 5th grade

Alamo 4 year olds particpate in a rigorous all day PK program which support a strong foundation to build our school of choice program.

Student Achievement

Student Achievement Summary

Texas Education Agency
2019 Accountability Ratings Overall Summary
GALE POND ALAMO EL (068901101) - ECTOR COUNTY ISD

Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		78	C
Student Achievement		76	C
STAAR Performance	48	76	
College, Career and Military Readiness			
Graduation Rate			
School Progress		79	C
Academic Growth	71	74	C
Relative Performance (Eco Dis: 62.1%)	48	79	C
Closing the Gaps	75	77	C

Identification of Schools for Improvement

This campus is NOT identified for comprehensive support and improvement, targeted support and improvement, or additional targeted support.

Distinction Designations

Student Achievement Strengths

GP Alamo increased accountability ratings from an F (59) to a C (78) from 2018 to the 2019 STAAR accontability report.

Due to COVID-19, students were not assessed with the 2020 STAAR Assessment.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): Students at GP Alamo scored 78% in all students all tests. It was an increase from 59% in 2018, however, it us lower than our goal for the students of 90%. **Root Cause:** Lack of rigorous Tier 1 instruction including low level questioning and student accountability

School Culture and Climate

School Culture and Climate Summary

GP Alamo STEAM Academy has an average of 400 students, 24 classroom teachers, a GT teacher, a special education teacher and an aide, a music teacher, media specialist and art teacher. Each grade level consists of three monolingual education teachers and one bilingual teacher with the exception of 4th and 5th grade which contains two monolingual teachers and one bilingual teacher. We provide speech therapy, bilingual and monolingual dyslexia services, as well as full day prekindergarten. Alamo became a Nationally Recognized STEM certified school at the end of 2018-2019 school year. We focus on social/emothional development as well as building relationships for teachers through Kagan training and support.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

GP Alamo utilizes a variety of recruiting strategies to grow staff; including, alternative certification programs, college fairs, district and interstate teacher fairs. Additionally, the district posts available positions on a variety of websites. GP Alamo undergoes a hiring process which ensures that candidates are credentialed for the positions they are seeking. Professional development provides staff with the tools needed to intervene and enrich the learning of all subgroups. Retention strategies include longevity pay, stipends for special program areas, and stipends for education beyond position requirement. Finally, the district uses staff recognition programs in conjunction with other retention strategies. Alamo students were taught by highly qualified teachers and instructional paraprofessionals.

Information for Comprehensive Needs Assessment for Campus 101-Alamo Elementary

EMPLOYEES			
	Administrators (Principals/Asst. Prin)	Teachers	Instructional Paraprofessionals (Aides)
14/15	2	34	4
15/16	2	29	5
16/17	3	28	5
17/18	2	26	5
18/19	2	22	5
19/20	2	24	6

EMPLOYEE RETENTION PERCENTAGES			
% Remained From Year To Year	Administrators (Principals/Asst. Prin)	Teachers	Instructional Paraprofessionals (Aides)
14/15 to 15/16	100.00%	22.97%	75.00%
15/16 to 16/17	100.00%	79.31%	60.00%
16/17 to 17/18	33.33%	85.71%	60.00%
17/18 to 18/19	50.00%	95.45%	100.00%
18/19 to 19/20	50.00%	81.82%	40.00%

TEACHER EXPERIENCE					
Total Professional Any District	Percent with 0 Years	Percent with 1-5 Years	Percent with 6 -10 Years	Percent with > 10 Years	Percent of Teachers W/Masters Degree

Any District	0 Years	1-5 Years	6-10 Years	> 10 Years	W/Masters Degree
14/15	11.76%	38.24%	5.88%	44.12%	11.76%
15/16	0.00%	37.93%	13.79%	48.28%	17.24%
16/17	3.57%	35.71%	14.29%	46.43%	25.00%
17/18	3.85%	34.62%	7.69%	53.85%	26.92%
18/19	4.55%	27.27%	13.64%	54.55%	27.27%
19/20	0.00%	37.50%	8.33%	54.17%	29.17%

Staff Quality, Recruitment, and Retention Strengths

Recruitment and placement of high-quality staff is done at the district level. However, open positions have been filled with certified teachers.

All new teachers are given a mentor on campus. Professional Development to help improve instruction is determined on an individual basis for these teachers.

The average class sizes:

PK-2 Average Monolingual: 22

PK-2 Average Bilingual: 10

3rd-5th Class Average: 23

PLCs occur weekly as well as grade level planning with special area and special education teachers. This time is used to review curriculum, data, assessments, etc. It is also used for a time to train on campus initiatives. During PLC time, teachers are encouraged to share effective teaching practices with each other. An administrator is involved in the planning and execution of PLC's. This can include help in lesson planning, modeling, and co-teaching lessons, and observation and coaching feedback.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1 (Prioritized): Staff quality is strong, however, Alamo currently has 4 long term substitues. LTS are not in tested areas and quality professional development is given to build PK-2's foundational skills. **Root Cause:** Teacher mobility, low enrollment, lack of quality applicant pool

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Research based best practiced curriculum, instruction and assessment are integral components to meeting the educational needs of our student body. Providing an aligned curriculum for all students in all core subject areas is vital and must be reinforced within tutoring, dyslexia services, rigourous Tier 1 Instruction in all subjects with a focus on Depth of Knowlwedge, Istation, and early identification. Additionally, resource allocations in the form of textbooks, supplemental materials and classroom technology use contribute to student performance by providing tools to utilize when educating students. Teachers, Instructional Specialists, dyslexia teachers, tutors, special education personnel, and staff support the programs and intervention services which allow for the opportunity to close the achievement gap. COGAT, Naglieri, STAAR, SCAs, DBAs, unit assessments, interim assessments, IStation, Imagine Math, and TELPAS assessments, and Circle PK assessments allow for early identification of need and potential targets for intervention.

Parent and Community Engagement

Parent and Community Engagement Summary

Alamo STEAM Academy offers several opportunities during the school year for parents and community members to be involved in our students' learning. We are excited to hold STEAM challenges that students can work on at school or at home with their families if they choose to do so. We also host events such as: meet the teacher night, monthly music programs, AR celebrations, fall and spring family reading nights, book fair family night, parent orientations, and AVID parent meetings twice a year.

Parent and Community Engagement Strengths

We have a high percentage of parents active on Class Dojo and Seesaw. This helps teachers and administrators share the amazing things that are happening in our school. It also provides a way for parents and teachers to consistently communicate with one another.

Our parents have really embraced the STEAM Academy magnet change. Their interests in their students' work and progress has risen.

School Context and Organization

School Context and Organization Summary

Alamo will ensure that every instructional classroom is outfitted with standardized technology equipment and that teachers are trained on how to utilize instructional technology in their classroom. Alamo integrates technological programs in order to promote student learning and close the achievement gaps. Every classroom is equipped with iStation and Stride to assist with tutorials and intervention. Renaissance Learning/Ebooks provides online books available to students at school and home. Alamo has a computer lab as well as a projector, SmartBoard, and document camera in each classroom. Teachers are provided the opportunity to gain training to checkout their own classroom laptop and are trained on how to use them to enhance instruction. Alamo has purchased Education Galaxy and Mentoring Minds. We also have a day tutor for intense intervention.

Technology

Technology Summary

At Alamo, technology is being used in pre-k through 5th grade classrooms for demonstrations, reinforcement and attainment of skills, and practice. Our pre-k through 3rd grade students have iPads in the classrooms, and our 4th and 5th grade students each have their own Chromebook. Students have the opportunity to demonstrate and practice skills learned through instruction. The document cameras and smartboards are used to project material, for classroom management, and to conduct research. Classroom computers are used for various support programs and RTI. Students avidly use iStation, Stride, and Seesaw in their classrooms. Our teachers develop lesson plans with one of the district technology specialists to meet the technology needs and interests of our students. With the move to becoming a STEAM Academy, we added an amazing 3D printer to our campus. Students have begun developing and designing things to be printed on the 3D printer.

Priority Problem Statements

Problem Statement 1: Students at GP Alamo scored 78% in all students all tests. It was an increase from 59% in 2018, however, it us lower than our goal for the students of 90%.

Root Cause 1: Lack of rigorous Tier 1 instruction including low level questioning and student accountability

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: Staff quality is strong, however, Alamo currently has 4 long term substitues. LTS are not in tested areas and quality professional development is given to build PK-2's foundational skills.

Root Cause 2: Teacher mobility, low enrollment, lack of quality applicant pool

Problem Statement 2 Areas: Staff Quality, Recruitment, and Retention

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Class size averages by grade and subject

Employee Data

- Campus leadership data
- Professional development needs assessment data
- TTESS data

Goals

Revised/Approved: July 16, 2020

Goal 1: Foundational Excellence: ECISD will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 1: Students achieving the Meets standard on state assessment will increase from 43% to 55% across all tested grade levels by May 2020.

Targeted or ESF High Priority

Evaluation Data Sources: State Accountability 2019, 2020

Summative Evaluation: None

Strategy 1: Build a foundation of reading and math.
*Focus on building a strong foundation in K-2 Reading and Math.

*Utilize formal and informal assessments to identify students at approaches level. Identify areas of need to ensure they make adequate growth to achieve Meets standard.

* Disaggregate data in PLCs to monitor student growth.

*Ongoing training on lesson planning for teachers.

Strategy's Expected Result/Impact: Growth from Approaches to Meets Standard by 2020 STAAR.

Follow district's scope and sequence and lesson plans with fidelity.

STAAR released assessments will show a 3--5% growth from previous year STAAR score.

Staff Responsible for Monitoring: Administrators
Instructional Specialists
Teachers

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: None

TEA Priorities: Build a foundation of reading and math

Funding Sources:
None

ESF Levers: None

Formative	Summative
Oct	May
Jan	
Mar	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 2: Students achieving the Masters standard on state assessment ill increase from 22% to 30% across all tested grade levels by May 2020.

Evaluation Data Sources: State Accountability 2019, 2020

Summative Evaluation: None

Strategy 1: * Utilize formal and informal assessments to identify students at the Meets standard.
*Utilize small group instruction and rigorous Tier 1 instruction to ensure student growth from Meets to Masters.
*Disaggregate data in PLCs to ensure progress is on track to Masters standard.

Strategy's Expected Result/Impact: Growth from Meets to Masters on STAAR 2020

Staff Responsible for Monitoring: Administrators
IS
Teachers

Title I Schoolwide Elements: 2.4, 2.5

Problem Statements: None

TEA Priorities: Improve low-performing schools

Funding Sources:
None

ESF Levers: None

Formative	Summative
Oct	
Jan	
Mar	May

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 3: Students achieving the Meets standard will increase on state assessments in ELAR will increase by 10% by May 2020.
3rd Reading: 49%-59%
4th Reading: 42%-52%
5th Reading 36%-46%

Evaluation Data Sources: State Accountability 2020

Summative Evaluation: None

Strategy 1: Teachers and instructional staff will follow the district's ELAR scope and sequence and lesson plans with fidelity. Administrators will ensure teachers consistently implement lessons and will monitor the implementation of (pk- 5th grade) well-developed and explicitly taught word structures.

2. Instructional Specialists and administrators will provide ongoing lesson planning in PLCs.

3. Students will have STAAR resources to enhance intervention and enrichment opportunities, such as Mentoring Minds and Forde in Ferrior.

4. Daily and Monthly Reading Targets monitored by school wide accelerated reading program.

Strategy's Expected Result/Impact: Istation letter knowledge and phonemic awareness levels will increase by:

Kindergarten:
3% by March 2019
3% by May 2019
3% by Oct 2019
3% by Dec 2019
3% by March 2020
3% by May 2020

2nd - 5th grade:
% meets standard on unit assessments will increase by:
3% by March 2019
3% by May 2019
3% by Oct 2019
3% by Dec 2019

Formative
Oct
Jan
Mar
Summative
May

3% by March 2020
3% by May 2020

Staff Responsible for Monitoring: Teachers, Administrators, Instructional Specialists and , Reading Coaches

Evaluation Data Source: Weekly review of lesson plans for K 5th, quarterly reviews of unit assessments, SBAs, DBAs, weekly walkthroughs, monthly IStation Lexile levels (K-8th), monthly Brainchild monitoring, monthly Professional Learning Communities (PLCs), Individual Education Plan (IEP) review each grading period, LPAC as needed,
Summative evaluation STAAR, TELPAS, T-TESS

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Build a foundation of reading and math

ESF Levers: None

Problem Statements: None

Funding Sources:
Intervention and Enrichment Material-Student Editions Title One School-wide $18,000
Accelerated Reader-Online Reading Support PK-5
Title One School-wide $5,800

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 4: Students achieving the Meets standard will increase on state assessments in Math will increase by 10% by May 2020.
3rd Reading: 60%-70%
4th Reading: 52%-62%
5th Reading 51%-61%

Evaluation Data Sources: State Accountability 2020

Summative Evaluation: None

Strategy 1: Teachers and instructional staff will follow the district's Math scope and sequence and lesson plans with fidelity. Administrators will ensure teachers consistently implement lessons and will monitor the implementation of PK-5 Math Curriculum.

*Instructional Specialists and administrators will provide ongoing lesson planning in PLCs.

*We will utilize student assessment data to form tutoring/intervention groups for students to grow to meets status in math by using teacher tutoring, day tutors, and after school tutoring.

Strategy's Expected Result/Impact: Increase meets percentage by 10% by May 2020.

Staff Responsible for Monitoring: Teachers
Administrators
Ins. Specialists

Title I Schoolwide Elements: 2.4, 2.5

Problem Statements: None

TEA Priorities: Build a foundation of reading and math

Funding Sources:
None

ESF Levers: None

Formative	Summative
Oct	
Jan	
Mar	May

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 5: Students achieving the Meets standard will increase on state assessments in Science will increase by 10% by May 2020.
5th grade Science: 43%-53%

Evaluation Data Sources: State Accountability 2020

Summative Evaluation: None

Strategy 1: *Follow the District's Scope and Sequence K-5 in Science with fidelity.

*Utilize PLCs for planning of instruction guided by Instructional Specialists.

*We will utilize student assessment data to form intervention groups for students to grow to meets standard in Science.

*Disaggregate Science data in PLCs to ensure growth is made .

Strategy's Expected Result/Impact: 10% increase in the Meets Standard on state assessments in Science by May 2020

Staff Responsible for Monitoring: Administrators
Teachers
Ins. Specialists

Title I Schoolwide Elements: 2.4, 2.5

Problem Statements: None

TEA Priorities: Build a foundation of reading and math

Funding Sources:
None

ESF Levers: None

Formative	Summative
Oct	
Jan	
Mar	May

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 6: GP Alamo student attendance rate will increase from 96.2% to 97% by May 2020

Evaluation Data Sources: Weekly District Attendance Reports, Monthly Classroom Attendance Contests

Summative Evaluation: None

Strategy 1: Attendance team will meet every 6 weeks to monitor student attendance. They will ensure Contacts and Contracts are in place.

Teachers will contact parents when a student is absence. Contact will be documented in Eduphoria Aware.

Counselor will complete contracts on students with excessive absences by meeting with parents. Strategies for improving attendance will be shared with parents.

Strategy's Expected Result/Impact: Student attendance rate will increase from 96.2% to 98% by 2020.

Staff Responsible for Monitoring: Counselor
Teachers
Clerk
Administrators

Title I Schoolwide Elements: 2.5, 2.6

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: None

Formative	Summative
Oct	May
Jan	
Mar	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 2: Invest in Talent: ECISD will recruit, develop and retain highly-effective individuals who are invested in looking at tomorrow to inform their practices today.

Performance Objective 1: GP Alamo will continue to retain teachers by providing constructive feedback and T-TESS support, as well as train new teachers, and market our amazing school as the best at multiple job fairs and recruiting opportunities.

Evaluation Data Sources: Sign in sheets for interested employees, instructional monitoring, surveys, and professional development implementation.

Summative Evaluation: None

Strategy 1: *Instructional Support Specialist and Curriculum Facilitators will work with teachers and campus leaders to provide job embedded training on instructional best practices.

Strategy's Expected Result/Impact: Increase professional growth and instructional strategies that promote engaging activities to enhance the desire to remain in class with students

Staff Responsible for Monitoring: Principal

Title I Schoolwide Elements: 2.4, 2.5

Problem Statements: None

TEA Priorities: Recruit, support, retain teachers and principals

Funding Sources: None

ESF Levers: None

Formative	Summative
Oct	May
Jan	
Mar	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 3: Learning Journey: ECISD will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.

Performance Objective 1: GP Alamo will conduct 2 parent/community involvement activities each month of the 2020-21 school year

Evaluation Data Sources: Sign-in sheets, rosters, parent training documents.

Summative Evaluation: None

Strategy 1: Contiuned strong use of Class Dojo, Open House Aug. 13th , Family Education Nights (STEAM,Reading, Math, and AVID) and other school activities to target parent partnerships.

Math/ Science Night- Oct/Feb
Parents will be shown how goal setting and data are improving their students growth.
VIP recruitment Aug - Nov

Student Goal Setting Conference with student/parent/teacher/admin

EOY Awards Ceremony

Spirit Day

Strategy's Expected Result/Impact: Increase parent and community involvement and voice.

Staff Responsible for Monitoring: K-5 teachers and staff
administrators
IS
Parents
Summative: Parent surveys

Title I Schoolwide Elements: 3.2

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: None

Formative	Summative
Oct	May
Jan	
Mar	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 2: Encourage partnerships with community health-based agencies and individuals as educational resources to improve the wellness of GP Alamo students, faculty, staff, and their families.

Evaluation Data Sources: Pre and post surveys
Attendance sign in sheets

Summative Evaluation: None

Strategy 1: AVID Parent Night

Complex Community Federal Credit Union and Education Foundation BOOKWORM Participation

Student of the Month Family Lunch

Monthly staff potlucks Sept-May.

Two churches: Holy Redeemer and Christ Lutheran are our campus supporters in prayer, supplies, and reading to children.

Strategy's Expected Result/Impact: Create a positive culture for all stakeholders.

Staff Responsible for Monitoring: Principal
AP
Counselor

Title I Schoolwide Elements: 3.1

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: None

Formative	Summative
Oct	
Jan	
Mar	May

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

Approved by the Campus Improvement Team on Aug. 16, 2019

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

Approved by The Campus Improvement Team on Aug. 19, 2019 and the plan is reviewed and adjusted quarterly. (Dec. Feb. and May)

2.2: Regular monitoring and revision

2.3: Available to parents and community in an understandable format and language

Copies are available upon request from the office or the principal.

2.4: Opportunities for all children to meet State standards

Teachers provide high-quality Tier 1 instruction, response to intervention monitoring and intervention, and progress is monitored weekly toward individual student goals.

2.5: Increased learning time and well-rounded education

Students participate weekly in music, art, and library as well as, monthly in character Education lessons to build self-awareness. Teachers teach according to all guidelines for insturctional minutes in all subject areas.

2.6: Address needs of all students, particularly at-risk

All students receive free breakfast and instruction from highly qualified teacers. All students, especially at-risk, are monitored by grades and attendance.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

Each semester students have data discussions with parents and we offer support for homework and answer questions from parents. Monthly newsletters are sent home and students and teachers post information to parents daily with Class Dojo app.

3.2: Offer flexible number of parent involvement meetings

Parent involvement meetings are held monthly and when needed for individual students.

Campus Funding Summary

Title One School-wide					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	3	1	Intervention and Enrichment Material-Student Editions		$18,000.00
1	3	1	Accelerated Reader-Online Reading Support PK-5		$5,800.00
				Sub-Total	$23,800.00
				Grand Total	$23,800.00

Addendums

Ector County Independent School District

Austin Montessori Magnet

Improvement Plan

2020-2021

Mission Statement

Our Mission at Austin Montessori is to provide a challenging, individualized curriculum with a culture of peace that cultivates independent thought, and promotes the building of character enabling all students to contribute to their communities in meaningful and positive ways.

Vision

Maria Montessori believed the role of education was World Peace. By exposing students to our peace curriculum, we at Austin Montessori have the great desire to send peace makers from our small community out into the bigger world.

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- Goal 2 : Invest in Talent: Austin Montessori will recruit, develop and retain highly-effective individuals who are invested in looking at tomorrow to inform their practices today. 31
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Comprehensive Needs Assessment

Demographics

Demographics Summary

Total Enrollment	2016-2017	2017-2018	2018-2019	2019-2020
Student Total	448	449	449	458
Pre-Kindergarten	125	124	122	124
Kindergarten	62	62	63	61
1st Grade	58	57	60	61
2nd Grade	58	57	54	57
3rd Grade	48	54	55	51
4th Grade	51	47	51	57
5th Grade	46	48	44	47
Female	247	247	238	235
Male	201	202	211	223

Ethnic Distribution	2016-2017	2017-2018	2018-2019	2019-2020
Hispanic	341	343	342	345
White	81	85	83	88
Black-African American	7	9	12	15
Two-or-More	8	6	7	5
Asian	10	4	4	4
American Indian-Alaskan Native	1	2	1	1
Native Hawaiian- Pacific Islander	0	0	0	0

Student by Program	2016-2017	2017-2018	2018-2019	2019-2020
Bilingual	46	48	53	57
ESL	7	10	5	8
Free Lunch Participation	184	156	252	102
Gifted and Talented	64	65	64	59
Special Education	27	30	33	31
Title I	448	449	449	458
Dyslexia	14	15	19	17
At Risk	104	113	122	133
Economically Disadvantaged	200	172	283	173
Homeless	2	2	0	5
Immigrant	4	5	4	5
LEP	55	58	60	68
Military Connected	4	4	4	17
Foster Care	0	0	1	1
CTE	0	0	0	0

Teacher Retention	2016-2017	2017-2018	2018-2019	2019-2020
	85.1%	76%	88%	90%
Attendance	**2016-2017**	**2017-2018**	**2018-2019**	**2019-2020**
	96.5%	95.7%	95.8%	95.7%
Discipline	**2016-2017**	**2017-2018**	**2018-2019**	**2019-2020**
	22 referrals	22 referrals	56 referrals	23 referrals

Demographics Strengths

Austin Montessori is School of Choice campus with low mobility rates. Our PK 3 through fifth grade classrooms meet the required student-teacher ratio.

The Montessori program is well received by parents, students, teachers and community members. Our program is a popular School of Choice selection and there are many students on waiting lists for each grade level.

Teacher retention is at 95%, the highest it has been in four years. Last year, we served 124 Pre-K and Kindergarten students, supporting early intervention and literacy.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Attendance rate for 2020 was 95.7%, 2.0% below the campus goal. **Root Cause:** Lack of effective monitoring.

Student Achievement

Student Achievement Summary

ISIP Early Reading Results 2019-2021					
Grade	# of Students Enrolled	# of Students Tested	Tier 3	Tier 2	Tier 1
Kinder	53	53	5%	11%	83%
1st	53	52	13%	13%	73%
2nd	57	48	16%	20%	62%
3rd	43	42	21%	16%	61%
4th	57	55	16%	10%	72%
5th	46	46	17%	13%	69%
ISIP Español Early Reading Results 2019-2021					
Kinder	6	6	16%	0	83%
1st	7	7	28%	0	71%
2nd	7	7	0	14%	85%
3rd	8	6	16%	16%	66%
4th	1	1	0	0	100%

STAAR Data by Grade Level

Reading Percentages									
	3rd Grade			4th Grade			5th Grade		
	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
2019-2020 *Spring Benchmark*	69	27	6	83	39	17	76	43	8
2019-2020 *Spring Benchmark Spanish*	87	25	0	100	0	0	0	0	0
2018-2019	87	51	33	84	42	12	77	39	20
2017-2018	81	38	17	54	30	22	87	53	26
2016-2017	60	38	23	65	41	25	83	52	24
Math Percentages									
	3rd Grade			4th Grade			5th Grade		
	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
2019-2020 *Spring Benchmark*	53	6	13	69	30	8	84	36	13

Reading Percentages									
2019-2020 *Spring Benchmark* *Spanish*	100	37	0	0	0	0	0	0	0
2018-2019	76	47	20	90	40	18	91	68	41
2017-2018	89	46	13	85	41	28	96	71	38
2016-2017	77	42	19	84	51	33	89	57	33

Writing Percentages: 4th Grade				Science Percentages: 5th Grade		
	Approaches	Meets	Masters	Approaches	Meets	Masters
2019-2020 *Spring Benchmark*	62	16	3	32	2	0
2019-2020 *Spring Benchmark* *Spanish*	100	0	0	0	0	0
2018-2019	70	28	4	73	34	14
2017-2018	51	24	4	81	33	10
2016-2017	67	21	masked	80	41	20

STAAR Data Comparisons

	Reading All Grades								
	Approaches			Meets			Masters		
	Campus	District	State	Campus	District	State	Campus	District	State
2019-2020									
2018-2019	83	61	75	44	32	48	22	11	21
2017-2018	75	60	74	40	31	46	21	10	19
2016-2017	69	58	72	45	32	48	24	10	19
	Math All Grades								
	Approaches			Meets			Masters		
	Campus	District	State	Campus	District	State	Campus	District	State
2019-2020									
2018-2019	85	67	82	51	32	52	26	13	26
2017-2018	90	67	81	53	30	50	26	11	24
2016-2017	83	64	79	51	29	48	28	11	23
	Writing								
	Approaches			Meets			Masters		
	Campus	District	State	Campus	District	State	Campus	District	State
2019-2020									
2018-2019	70	52	68	28	23	38	4	6	14
2017-2018	51	52	66	24	27	41	4	6	13
2016-2017	67	50	67	21	22	38	*	5	12
	Science								
	Approaches			Meets			Masters		
	Campus	District	State	Campus	District	State	Campus	District	State

	Reading All Grades								
2019-2020									
2018-2019	73	69	81	34	36	54	14	12	25
2017-2018	81	71	80	33	36	51	10	11	23
2016-2017	80	69	79	41	36	52	20	10	19

	Reading All Grades														
	Approaches					Meets					Masters				
	Hispanic	White	SpEd	Eco Dis	ELL	Hispanic	White	SpEd	Eco Dis	ELL	Hispanic	White	SpEd	Eco Dis	ELL
2019-2020															
2018-2019	81	92	53	75	95	44	46	27	37	47	18	42	13	16	26
2017-2018	74	78	42	69	68	39	48	17	33	32	18	35	0	16	26
2016-2017	68	71	50	62	33	43	46	*	32	*	22	25	*	18	*
	Math All Grades														
	Approaches					Meets					Masters				
	Hispanic	White	SpEd	Eco Dis	ELL	Hispanic	White	SpEd	Eco Dis	ELL	Hispanic	White	SpEd	Eco Dis	ELL
2019-2020															
2018-2019	87	79	60	84	95	51	50	13	48	79	26	29	7	16	37
2017-2018	91	91	50	84	100	52	57	17	43	53	22	43	17	14	21
2016-2017	83	88	70	80	73	48	58	50	45	45	27	29	*	22	*
	Writing														
	Approaches					Meets					Masters				
	Hispanic	White	SpEd	Eco Dis	ELL	Hispanic	White	SpEd	Eco Dis	ELL	Hispanic	White	SpEd	Eco Dis	ELL
2019-2020															
2018-2019	71	71	*	71	100	32	14	*	25	57	2	14	*	0	0
2017-2018	46	75	43	41	20	20	38	0	12	20	0	25	0	0	0
2016-2017	65	71	*	75	*	15	*	*	*	*	*	*	*	*	*

	Reading All Grades														
	Science														
	Approaches					Meets					Masters				
	Hispanic	White	SpEd	Eco Dis	ELL	Hispanic	White	SpEd	Eco Dis	ELL	Hispanic	White	SpEd	Eco Dis	ELL
2019-2020															
2018-2019	71	88	17	58	*	29	50	0	11	*	12	25	0	0	*
2017-2018	80	86	*	79	71	25	71	*	26	29	5	29	*	11	14
2016-2017	78	89	*	68	*	42	*	*	32	*	19	*	*	23	*

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): 20% of students achieved the Masters level. **Root Cause:** Instructional decisions are not consistently focused on data drivent decision making.

Problem Statement 2 (Prioritized): Economically disadvantaged students are under achieving in Reading. **Root Cause:** Lack of data driven decision making based on sub group.

Problem Statement 3 (Prioritized): Fourth grade STAAR writing score of 70% did not meet campus expectation of 80% goal. **Root Cause:** Inconsistent writing plan across classrooms.

Problem Statement 4 (Prioritized): Fifth grade STAAR science score of 73% did not meet campus goal of 85%. **Root Cause:** Inconsistent science plan across classrooms.

School Culture and Climate

School Culture and Climate Summary

Austin is a well-established Schools of Choice campus with a focus on the Montessori philosophy and curriculum. Montessori teachers are trained to provide lessons to target individual student needs.

Austin Montessori is a unique school model that promotes individual student growth and promotes the development of the whole child. Teachers that desire to teach in the Montessori setting need extensive training that is expensive and requires travel for one to two weeks in the summer. Montessori training takes approximately one to two years from start to finish to receive a Montessori teaching credential.

The nature of the Montessori program allows instruction to take place on an individual or in a small group setting. Differentiation is a standard practice to meet the needs of individual students.

In Spring 2020, a survey was sent to all school staff regarding the culture of the campus. Here are the results:

Staff-Leadership Relationships: 86% Responded favorably

School Climate: 88% Responded favorably

School Leadership: 85% Responded favorably

Staff Family Relationships: 78% Responded favorably

Professional Learning: 74% Responded favorably

Feedback and Coaching: 68% Responded favorably

School Culture and Climate Strengths

Austin Montessori has established over time a community of "family." Austin Montessori is a well-loved school by teachers, parents and students.

At Austin Montessori, we believe in teaching the whole child. The Austin Montessori community has a strong family feel and staff work together to meet the needs of individual students. Teachers have a strong sense of the needs of individual students and take steps to assist students when struggling. RtI meetings are routinely scheduled to identify needs and develop goals to assist students in making progress. Speech, dyslexia and SPED referrals are

submitted when the teacher and committee determine that an individual student needs additional support. Teachers participate in weekly PLC meetings and plan together weekly to support each member of the grade level in planning lessons that will support students. Each staff member participates in two committees to promote leadership within the campus. Professional development planned focuses on the culture and values of the school. Montessori professional development is conducted "in house" as there are many staff members that have expertise and talents to share.

Staff and teacher Panorama survey data conducted in Spring 2020 shows that staff relationships are respectful and Austin has a positive working environment. There was an increase in School Climate data as compared to national and elementary data from the previous school year. Teachers are often asked for feedback when making school decisions. Feedback and planning sessions are scheduled to create Student Culture plans for the 2020-2021 school year.

The Austin Montessori staff have a strong love for the Montessori Method and have great school pride. The Montessori Method, Peace education and Grace and Courtesy have created a peaceful and calm school environment. We believe that our children are the hope for the future and take great pride in caring for the academic, social and emotional needs of our students. "The child is both a hope and promise for mankind." - Maria Montessori

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1 (Prioritized): All Austin teachers are not Montessori trained. **Root Cause:** Funds are needed to enroll teachers in a high quality training.

Problem Statement 2 (Prioritized): The Montessori Method is not fully understood by all parents. **Root Cause:** Lack of training opportunities for parents.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Teacher Retention	2016-2017	2017-2018	2018-2019	2019-2020
	85.1%	76%	88%	95%
Attendance	**2016-2017**	**2017-2018**	**2018-2019**	**2019-2020**
	96.5%	95.7%	95.8%	95.7%

Due to lack of training in upper grade levels, we have two self-contained 4th grade classrooms and one 5th grade self-contained classroom.

Staff Quality, Recruitment, and Retention Strengths

Austin Montessori will begin the 2020-2021 school year with a teaching staff that is 100% certified. Long term substitute positions have been filled with certified teaching staff.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1 (Prioritized): There are currently 11 classroom teachers without Montessori training credentials. **Root Cause:** Lack of funding for Montessori training and lack of training facility in close proximity.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Our campus utilizes the Montessori philosophy and curriculum in addition to the TEKS to provide meaningful instruction to students in order to receive a well-rounded education. Identified students receive Dyslexia, GT and SPED services. Students in 4th and 5th grade utilize AVID strategies. Imagine Math, Short Cycle Assessments, CogAT, Naglieri, Released STAAR, and STAAR assessments are administered to students in the appropriate grade levels to monitor student progress.

The Montessori curriculum and the ECISD curriculum are utilized to meet the needs of our students.

Formative assessments are used in the classroom and District assessments are also used summatively assess student progress.

Curriculum, Instruction, and Assessment Strengths

Montessori teachers provide differentiated instruction to students to target individual needs. Individual lessons and small group lessons are the norm in Montessori classrooms.

Assessments are all TEKS and STAAR aligned to meet the needs of students.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): Austin struggles to align the Montessori sequence to the district scope and sequence. **Root Cause:** Lack of planning time to create a standard Montessori alignment.

Parent and Community Engagement

Parent and Community Engagement Summary

Austin Montessori hosts many events throughout the year to encourage family and community involvement. A Meet the Teacher event is scheduled before school begins. Parents have the opportunity to bring school supplies and visit with teachers and assistants to make the first day of school an easy transition for students, parents and teachers. An Open House event is coordinated so parents have the opportunity to view the Montessori classroom environment and see their child complete some of their favorite Montessori lessons. Our PTA board has scheduled many events for the school year to bring parents and family members into the school including Boo Grams, Thanksgiving Grams, Valentine Grams, STAAR Grams, Pastries with Parents, Spring Cleaning Day, Friendship Dance, Fun in the Sun Day, Pizza and PTA and many others. Our PTA board is reaching out to parents to assist with preparations with the scheduled events and to assist with other events that take place at school, such as our Balloon Release for International day of Peace and preparing popcorn for the Thanksgiving Feast. Parents and family members are encouraged to become VIP's and assist with activities that occur during school such as volunteering to assist with field trips and book fairs. There are many committees for teachers and staff to be a part of and these committees plan events such as our Continent Study and The Taste of, Planting days, Peace Days, Maria Montessori's birthday celebration, field day, Talkent Show, Spelling Bee, AR celebrations, Reading Renaissance ceremony, Science Fair, Big Art Day Art Show and Auction, Coffee Service, Student Pep Rallys and much more.

Parent and Community Engagement Strengths

Parents have many opportunities to be engaged in the school day. We have a strong and active PTA board that works closely with the school to promote student and school success.

Parent trainings will be offered so parents learn more about the Montessori method.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): All parents do not fully understand the Montessori Method. **Root Cause:** Limited opportunities to enage parents in learning about the Montessori Method.

School Context and Organization

School Context and Organization Summary

The Austin Montessori community has a strong family feel and staff work together to meet the needs of individual students. Teachers have a strong sense of the needs of individual students and take steps to assist students when struggling. RtI meetings are routinely scheduled to identify needs and develop goals to assist students in making progress. Speech, dyslexia and SPED referrals are submitted when the teacher and committee determine that an individual student needs additional support. Teachers participate in weekly PLC meetings and plan together weekly to support each member of the grade level in planning lessons that will support students. Each staff member participates in two committees to promote leadership within the campus. Professional development planned focuses on the culture and values of the school. Montessori professional development is conducted "in house" as there are many staff members that have expertise and talents to share.

Austin is a School of Choice without boundary lines. The leadership team consists of the Principal, Assistant Principal, and Montessori Specialist. We follow the Montessori scope and sequence and District scope and sequence. Parents are required to follow the process for entry: Schools of Choice online application, orientation, and interview for Pre-K 3 spots. Students are selected through an online lottery.

School Context and Organization Strengths

The Austin Montessori staff have a strong love for the Montessori Method and have great school pride. The Montessori Method, Peace education and Grace and Courtesy have created a peaceful and calm school environment. School routines and procedures are clear and efficient providing a safe and secure environment for students, parents, teachers.

Our Pre-K and Kinder program is a draw to the community with 185 students served with many on the wait list.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: All Austin teachers do not teach in a three year, multi-age configuration. **Root Cause:** Lack of training opportunities and funding.

Technology

Technology Summary

Austin Montessori considers the purpose of technology before integrating into the classroom. Technology that enhances the Montessori experience is incorporated into the work period. Applications and Platforms such as Seesaw, Google Classroom, Chatterpix and Quivervision are utilized to enhance instruction and promote student engagement. Gifted and talented students utilize Prodigy and Minecraft EDU. Austin Montessori has one computer lab with 25 computers that are used for administering Imagine Learning assessment and curriculum. Each classroom has a 45 minute block to attend the lab to work on computer skills or complete online testing. There are two computer carts available for use, although not all computers function properly. Teachers are weaving ipad use into the Montessori work period to record student work and reflect on learning. Each classroom has 3 to 5 ipads for student use based on enrollment.

Technology Strengths

Teachers at Austin Montessori are open to using technology that aligns nicely to the Montessori Method. Teachers utilize the Seesaw platform and others to communicate with families and check on student progress. SeeSaw was also utilized to share lessons with students during virtual learning during the last nine weeks of the 2019-2020 school year. Teachers recorded lessons and shared resources and students and families submitted completed work through SeeSaw.

Priority Problem Statements

Problem Statement 1: Attendance rate for 2020 was 95.7%, 2.0% below the campus goal.
Root Cause 1: Lack of effective monitoring.
Problem Statement 1 Areas: Demographics

Problem Statement 2: There are currently 11 classroom teachers without Montessori training credentials.
Root Cause 2: Lack of funding for Montessori training and lack of training facility in close proximity.
Problem Statement 2 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 3: All Austin teachers are not Montessori trained.
Root Cause 3: Funds are needed to enroll teachers in a high quality training.
Problem Statement 3 Areas: School Culture and Climate

Problem Statement 4: The Montessori Method is not fully understood by all parents.
Root Cause 4: Lack of training opportunities for parents.
Problem Statement 4 Areas: School Culture and Climate

Problem Statement 5: All parents do not fully understand the Montessori Method.
Root Cause 5: Limited opportunities to enage parents in learning about the Montessori Method.
Problem Statement 5 Areas: Parent and Community Engagement

Problem Statement 6: Austin struggles to align the Montessori sequence to the district scope and sequence.

Root Cause 6: Lack of planning time to create a standard Montessori alignment.
Problem Statement 6 Areas: Curriculum, Instruction, and Assessment

Problem Statement 7: 20% of students achieved the Masters level.
Root Cause 7: Instructional decisions are not consistently focused on data drivent decision making.
Problem Statement 7 Areas: Student Achievement

Problem Statement 8: Economically disadvantaged students are under achieving in Reading.
Root Cause 8: Lack of data driven decision making based on sub group.
Problem Statement 8 Areas: Student Achievement

Problem Statement 9: Fourth grade STAAR writing score of 70% did not meet campus expectation of 80% goal.
Root Cause 9: Inconsistent writing plan across classrooms.
Problem Statement 9 Areas: Student Achievement

Problem Statement 10: Fifth grade STAAR science score of 73% did not meet campus goal of 85%.
Root Cause 10: Inconsistent science plan across classrooms.
Problem Statement 10 Areas: Student Achievement

Goals

Goal 1: Foundational Excellence: Austin Montessori will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 1: Austin's annual attendance rate will increase from 95.7% to 97.7% by May 2021.

Evaluation Data Sources: Attendance data

Summative Evaluation: None

Strategy 1: The attendance clerk will make daily contact with parents when a student is absent and document in eduphoria.	
Strategy's Expected Result/Impact: Parents and guardians will have an increased awareness of the importance of attendance. **Staff Responsible for Monitoring:** Attendance Clerk **Title I Schoolwide Elements:** 2.6 **Problem Statements:** None **TEA Priorities:** Improve low-performing schools **Funding Sources:** None **ESF Levers:** Lever 3: Positive School Culture	**Formative** **Oct** **Jan** **Mar** **Summative** **May**

Strategy 2: Teachers will contact parents at two absences and document in Eduphoria.	
Strategy's Expected Result/Impact: Increased parent contact with parents will lead to fewer absences for reasons other than student illness. **Staff Responsible for Monitoring:** Attendance Clerk, Principal, AP, teachers **Title I Schoolwide Elements:** 2.6 **Problem Statements:** None **TEA Priorities:** Improve low-performing schools **Funding Sources:** None **ESF Levers:** Lever 3: Positive School Culture	**Formative** **Oct** **Jan** **Mar** **Summative** **May**

Strategy 3: An administrator will contact the parent or guardian when the student reaches 7 absences and be documented in Eduphoria. A growth plan will be established.

Strategy's Expected Result/Impact: Parents and guardians will be provided support and resources if needed. Attendance will improve.

Staff Responsible for Monitoring: Attendance Clerk, Principal

Title I Schoolwide Elements: 2.6

Problem Statements: None

TEA Priorities: Improve low-performing schools

Funding Sources: None

ESF Levers: Lever 3: Positive School Culture

Formative	Summative
Oct	
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Mar	May

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 2: Austin Montessori will provide a safe and supportive learning environment.

Evaluation Data Sources: survey data, referral data,

Summative Evaluation: None

Strategy 1: Austin will used GRACE expectations in the classroom and common school areas.

Strategy's Expected Result/Impact: Students and staff will understand the high level of expectations, promoting our positive and peaceful culture.

Staff Responsible for Monitoring: Principal, AP, Teachers, Staff

Title I Schoolwide Elements: 2.5, 2.6

Problem Statements: None

TEA Priorities: Recruit, support, retain teachers and principals

Funding Sources: None

ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative
Oct
Jan
Mar
Summative
May

Strategy 2: All Austin staff will complete required ethics, Safeschools, trauma informed, and sexual harrassment trainings.

Strategy's Expected Result/Impact: A safe and supportive learning environment for all students and staff.

Staff Responsible for Monitoring: Principal, AP

Title I Schoolwide Elements: 2.6

Problem Statements: None

TEA Priorities: Recruit, support, retain teachers and principals

Funding Sources: None

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture

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Strategy 3: The Counselor will provide lessons to students during 'I CAN' Lab. Topics include bullying prevention, goal setting, growth mindset to all first through fifth grade students once a week.

Strategy's Expected Result/Impact: Students will recognize behavior and strategies for prevention. Students will know what to do when help is needed from a trusted adult.

Staff Responsible for Monitoring: Principal, AP, Teachers, Counselor

Title I Schoolwide Elements: 2.6

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: Lever 3: Positive School Culture

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Strategy 4: Classroom teachers will share the school aligned PEACE lessons with students.

Strategy's Expected Result/Impact: Promote a peaceful school environment.

Staff Responsible for Monitoring: Principal, AP, Montessori Specialist

Title I Schoolwide Elements: 2.5, 2.6

Problem Statements: None

TEA Priorities: Recruit, support, retain teachers and principals

Funding Sources: None

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture

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Strategy 5: A campus discipline committee will be established and meet to examine discipline referrals as related to student groups. The committee will make recommendations and share with all staff.

Strategy's Expected Result/Impact: A decrease in the number of student discipline referrals. Equitable experiences for all students. Staff education.

Staff Responsible for Monitoring: Principal, AP, Counselor

Title I Schoolwide Elements: 2.6

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: Lever 3: Positive School Culture

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 3: Austin Montessori will embed technology for anytime, anywhere teaching and learning.

Evaluation Data Sources: walkthrough data, lesson plans

Summative Evaluation: None

Strategy 1: Austin Montessori will provide a school wide platform to engage all students, staff and families with remote and face to face learning.

Strategy's Expected Result/Impact: An effective and consistent platform will support communication and lesson delivery.

Staff Responsible for Monitoring: Principals, AP, Teachers

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction

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Strategy 2: Devices will be provided for all students at Austin Montessori.

Strategy's Expected Result/Impact: Increase access to devices and online instruction and educational systems.

Staff Responsible for Monitoring: Principal, AP

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: Lever 5: Effective Instruction

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Strategy 3: Austin Montessori teachers will embed student technology use and tools into daily instruction.

Strategy's Expected Result/Impact: Increase student participation in virtual learning. Provide evidence of student work for face to face learning.

Staff Responsible for Monitoring: Principal, AP, Teachers

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: None

TEA Priorities: Build a foundation of reading and math

Funding Sources: None

ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 4: Austin Montessori will establish and maintain strong partnerships with parents, community businesses and local partnerships.

Evaluation Data Sources: Increased partnerships

Summative Evaluation: None

Strategy 1: Austin Montessori will maintain current partnerships to support campus needs.

Strategy's Expected Result/Impact: increase community involvement.

Staff Responsible for Monitoring: Leadership Team

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: Lever 3: Positive School Culture

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Strategy 2: The Campus Improvement Team will include parents, community members and business representatives who will meet three times during the school year.

Strategy's Expected Result/Impact: Increased community partnerships.

Staff Responsible for Monitoring: Principal

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: Lever 3: Positive School Culture

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Strategy 3: Monthly electronic newsletters will be published and shared with the community. Facebook, Twitter and SeeSaw applications will be used to share messages with parents and the Austin community.

Strategy's Expected Result/Impact: Parents will have timely information about school activities and weekly learning objectives.

Staff Responsible for Monitoring: Principal

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: Lever 3: Positive School Culture

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 2: Invest in Talent: Austin Montessori will recruit, develop and retain highly-effective individuals who are invested in looking at tomorrow to inform their practices today.

Performance Objective 1: The campus teacher retention rate will increase from 90% in 2020 to 95% in 2021.

Evaluation Data Sources: feedback loop, staff survey data

Summative Evaluation: None

Strategy 1: The coaching model will be utilized by the leadership team to provide feedback to all staff in order to identify the highest leverage action step for growth.

Strategy's Expected Result/Impact: Grow highly effective teachers and as a result increase student performance.

Staff Responsible for Monitoring: Leadership Team

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: None

TEA Priorities: Recruit, support, retain teachers and principals

Funding Sources: None

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction

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No Progress

Accomplished

Continue/Modify

Discontinue

Performance Objective 2: In 2020-21, Austin Montessori will offer job-embedded, personalized professional learning systems for teachers.

Evaluation Data Sources: Staff surveys, feedback loop

Summative Evaluation: None

Strategy 1: Each campus administrator will conduct a minimum of 5 documented walkthroughs and/or observation/feedback meetings per week.

Strategy's Expected Result/Impact: Teacher growth in lesson planning and delivery
Improve student performance

Staff Responsible for Monitoring: Principal, AP

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: None

TEA Priorities: Recruit, support, retain teachers and principals

Funding Sources:
None

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction

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Strategy 2: Austin Montessori will provide personalized Professional Development opportunities for teachers and staff during campus PD days and during Professional Learning Communities.

Strategy's Expected Result/Impact: Growth for each individual teacher based on specific needs.
Improve students performance

Staff Responsible for Monitoring: Principal, AP, Montessori Specialist

Title I Schoolwide Elements: 2.4, 2.5

Problem Statements: None

TEA Priorities: Recruit, support, retain teachers and principals

Funding Sources:
None

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction

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Strategy 3: Austin Montessori will provide professional development opportunities for teachers and staff not enrolled in formal Montessori training: Montessori philosophy and practices, Peace Education and Positive Discipline.

Strategy's Expected Result/Impact: School-wide understanding and practice of Montessori education

Staff Responsible for Monitoring: Principal, AP, Montessori Specialist

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: None

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

Funding Sources:
None

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 3: Austin Montessori will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. Austin Montessori will equip students to be adaptable in an ever-changing society.

Performance Objective 1: The percentage of students reading on grade level in grades K-2 will increase 10% from the Beginning of Year MAP to End of Year MAP Assessment.

Evaluation Data Sources: Map Assessment, campus based assessments

Summative Evaluation: None

Strategy 1: Students in Kindergarten through 2nd grade will track assessment progress and set goals with teacher support through one-on-one conferences.

Strategy's Expected Result/Impact: Students will improve reading level and show growth on MOY and EOY MAP assessments.

Staff Responsible for Monitoring: Teachers

Title I Schoolwide Elements: 2.4, 2.6

Problem Statements: None

TEA Priorities: Build a foundation of reading and math

Funding Sources: None

ESF Levers: Lever 3: Positive School Culture

Formative	Summative
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Strategy 2: Students in Kindergarten through 2nd grade will be provided high quality lessons in guided reading, whole-group instruction and personalized learning through Imagine Learning ELAR program.

Strategy's Expected Result/Impact: All students will show one year of reading growth.

Staff Responsible for Monitoring: Teachers, Principal, AP

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: None

TEA Priorities: Build a foundation of reading and math

Funding Sources: None

ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Formative	Summative
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No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2: Students achieving the Meets Standard on the state assessments in Reading will increase from 44% to 50%. Students achieving the Masters standard on the state assessments will increase from 22%-30%.

Evaluation Data Sources: STAAAR Assessments, state assessments

Summative Evaluation: None

Strategy 1: Austin will implement a consistent process to disaggregate data through the PLC process.

Strategy's Expected Result/Impact: By Benchmark, Austin will show a 25% Masters rate.

Staff Responsible for Monitoring: Principal, AP, Montessori Specialist, Teachers

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: None

TEA Priorities: Build a foundation of reading and math

Funding Sources: None

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction

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Strategy 2: Austin will utilize our Montessori Specialist, Dyslexia Therapist and Instructional Aides to meet the needs of students.

Strategy's Expected Result/Impact: All students will show a Meets rate of 50% across grade levels.

Staff Responsible for Monitoring: Principal, AP

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: None

TEA Priorities: Build a foundation of reading and math

Funding Sources: None

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction

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Strategy 3: Tier 2 students will receive additional teacher support a minimum of 30 minutes 3 times weekly. Tier 3 students will receive additional teacher support a minimum of 30 minutes 5 times weekly. All interventions will be documented using the RtI process.

Strategy's Expected Result/Impact: Students will move one Tier level after teacher intervention.

Staff Responsible for Monitoring: Principal, AP, Counselor, Teachers

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: None

TEA Priorities: Build a foundation of reading and math

Funding Sources: None

ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction

Formative
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Strategy 4: All students will use the Imagine Learning ELAR program for the recommended time according to individual MAP testing results.

Strategy's Expected Result/Impact: All students will grow at least one year.

Staff Responsible for Monitoring: Principal, AP, Montessori Specialist

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: None

TEA Priorities: Build a foundation of reading and math

Funding Sources: None

ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

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Strategy 5: Austin teachers will be aware of student demographic information to better plan interventions and enrichment.

Strategy's Expected Result/Impact: By understanding our student population, Austin will show a 30% Masters level across grade levels.

Staff Responsible for Monitoring: Principal, AP, Montessori Specialist

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: None

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

Funding Sources: None

ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction

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Strategy 6: AR Reading will be utilized by Kindergarten through 5th grade. The AR Committee will reevaluate qualifications for certification levels.

Strategy's Expected Result/Impact: Students will read books in their individual ZPD and grow one year in reading.

Staff Responsible for Monitoring: Principal, AP, Montessori Specialist, Teachers, Librarian, AR Committee

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements: None

Funding Sources: Title One School-wide $5,000

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Strategy 7: Students in first through fifth grade will set reading goals and track them in their student data folder.

Strategy's Expected Result/Impact: Students will be aware of their reading performance and work to show growth on MOY and EOY MAP assessments.

Staff Responsible for Monitoring: Teachers

Title I Schoolwide Elements: 2.4, 2.6

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 3: Positive School Culture

Problem Statements: None

Funding Sources: None

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Strategy 8: All students in grades 3-5 will conference with an administrator about their STAAR progress.

Strategy's Expected Result/Impact: Students will share progress toward reading goals and receive feedback and encouragement from the administrator.

Staff Responsible for Monitoring: Principal, AP

Title I Schoolwide Elements: 2.4, 2.6

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Problem Statements: None

Funding Sources: None

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 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3: Students achieving the Meets Standard on the state assessments in Math will increase from 51% to 60% by May 2021. Students achieving the Masters Standard on the state assessments will increase from 26% to 30%.

Evaluation Data Sources: STAAR Assessment data

Summative Evaluation: None

Strategy 1: Austin will implement a consistent process to disaggregate data through the PLC process.

Strategy's Expected Result/Impact: By Benchmark, Austin will show a 25% Mastery rate.

Staff Responsible for Monitoring: Principal, AP, Montessori Specialist, Teachers

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: None

TEA Priorities: Build a foundation of reading and math

Funding Sources: None

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction

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Strategy 2: Austin Montessori will utilize our Montessori Specialist, Dyslexia Therapist and Instructional Aides to meet the needs of students.

Strategy's Expected Result/Impact: All students will show a Meets rate of 50% across all grade levels.

Staff Responsible for Monitoring: Principal, AP

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: None

TEA Priorities: Build a foundation of reading and math

Funding Sources: None

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction

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Strategy 3: Tier 2 students will receive additional teacher support a minimum of 30 minutes 3 times weekly. Tier 3 students will receive additional teacher support a minimum of 30 minutes 5 times weekly. All interventions will be documented using the RtI process.

Strategy's Expected Result/Impact: Students will move one Tier level after intervention.

Staff Responsible for Monitoring: Principal, AP, Counselor, Teachers

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: None

TEA Priorities: Build a foundation of reading and math

Funding Sources: None

ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction

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Strategy 4: All students will use the Imagine Learning Math program for the recommended time according to MAP testing results.

Strategy's Expected Result/Impact: All students will grow their math skills at least one year.

Staff Responsible for Monitoring: Principal, AP, Montessori Specialist

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: None

TEA Priorities: Build a foundation of reading and math

Funding Sources: None

ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Formative
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Strategy 5: Austin teachers will be aware of student demographic information to better plan interventions and enrichment.

Strategy's Expected Result/Impact: By understanding our student population, Austin will show a 30% Masters level across grade levels.

Staff Responsible for Monitoring: Principal, AP, Montessori Specialist

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: None

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

Funding Sources: None

ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative
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Strategy 6: Students in first through fifth grade will set math goals and track them in their student data folder.

Strategy's Expected Result/Impact: Students will be aware of their math performance and work to show growth on MOY and EOY MAP assessments.

Staff Responsible for Monitoring: Teachers

Title I Schoolwide Elements: 2.4, 2.6

Problem Statements: None

TEA Priorities: Build a foundation of reading and math

Funding Sources: None

ESF Levers: Lever 3: Positive School Culture

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Strategy 7: All students in grades 3-5 will conference with an administrator about their STAAR progress.

Strategy's Expected Result/Impact: Students will share progress toward math goals and receive feedback and encouragement from the administrator.

Staff Responsible for Monitoring: Principal, AP

Title I Schoolwide Elements: 2.4, 2.6

Problem Statements: None

TEA Priorities: Build a foundation of reading and math

Funding Sources: None

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

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 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 4: Students achieving the Meets Standard on the state assessments in Writing will increase from 28% to 40% by May 2021. Students achieving the Masters Standard on state assessments in Writing will increase from 4%-20% by May 2021.

Evaluation Data Sources: STAAR assessment data

Summative Evaluation: None

Strategy 1: Students will complete one writing sample each month. Teachers will score student writing samples and collaborate during PLC's to plan writing instruction.

Strategy's Expected Result/Impact: Teachers will develop grade level expectations based on student writing samples.

Staff Responsible for Monitoring: Principal, AP, Montessori Specialist

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: None

TEA Priorities: Recruit, support, retain teachers and principals

Funding Sources: None

ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

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Strategy 2: Fourth grade students will use STAAR released writing samples to practice revising and editing skills.

Strategy's Expected Result/Impact: Students will be able to apply revising and editing skills to authentic student writing.

Staff Responsible for Monitoring: Teachers

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: None

TEA Priorities: Improve low-performing schools

Funding Sources: None

ESF Levers: Lever 5: Effective Instruction

Formative
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Strategy 3: Fourth grade students will practice scoring released STAAR writing samples using the scoring rubric. Students will also score their own writing samples and those of their peers.

Strategy's Expected Result/Impact: Students will analyze authentic writing samples and determine how to improve the writing their writing rating.

Staff Responsible for Monitoring: Teachers

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: None

TEA Priorities: Improve low-performing schools

Funding Sources: None

ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

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Strategy 4: Austin will implement a consistent process to disaggregate data and monitor data through the RtI process.

Strategy's Expected Result/Impact: By benchmark, Austin will show a 35% meets rate.

Staff Responsible for Monitoring: Principal, AP, Montessori Specialist

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: None

TEA Priorities: Improve low-performing schools

Funding Sources: None

ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction

Formative
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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 5: Students achieving the Meets Standard on the State Assessment in Science will increase from 34% to 50% by May 2021. Students achieving the Masters Standard on the state assessments in Science will increase from 14% to 25 % by May 2021.

Evaluation Data Sources: STAAR assessment data

Summative Evaluation: None

Strategy 1: All fifth grade students will participate in the Austin Science Fair and complete the project individually.

Strategy's Expected Result/Impact: Fifth grade students will be able to name the steps in the scientific method and how to use them to conduct the experiment.

Staff Responsible for Monitoring: Teachers, Science Committee

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: None

TEA Priorities: Improve low-performing schools

Funding Sources: None

ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction

Formative
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Strategy 2: Austin will implement a consistent process to disaggregate data and monitor data through the PLC process.

Strategy's Expected Result/Impact: By benchmark, Austin will show a 40% meets rate.

Staff Responsible for Monitoring: Principal, AP, Montessori Specialist

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: None

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

Funding Sources: None

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction

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May

Strategy 3: Fifth grade teachers will provide instruction weekly using hands on science labs.

Strategy's Expected Result/Impact: Students will identify and internalize the scientific process by performing the hands on science experiments.

Staff Responsible for Monitoring: Teachers

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: None

TEA Priorities: Improve low-performing schools

Funding Sources: None

ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

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 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 6: English learners achieving Advanced and Advanced High Composite Level scores will increase 5 percentage points for the 2020-2021.

Evaluation Data Sources: TELPAS assessment data

Summative Evaluation: None

Strategy 1: All bilingual student will be read to in English. Kindergarten and first grade teachers will read books in English during ESL time. Second through fifth grade teachers will read books in English during ESL time and students will read books in English that are on their reading level in English as determined by their AR and MAP reading assessments.

Strategy's Expected Result/Impact: English proficiency will increase. Students in grades 2-5 will show an increase in English reading as measured by TELPAS.

Staff Responsible for Monitoring: Bilingual Teachers

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: None

TEA Priorities: Improve low-performing schools

Funding Sources: None

ESF Levers: Lever 5: Effective Instruction

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May

Strategy 2: All EL students will practice listening and speaking skills using the K-12 Summit platform on an ipad weekly.

Strategy's Expected Result/Impact: EL students will have frequent practice speaking into a microphone and listening to their own voice before TELPAS assessments.

Staff Responsible for Monitoring: Bilingual Teachers, LPAC Coordinator

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: None

TEA Priorities: Improve low-performing schools

Funding Sources: None

ESF Levers: Lever 5: Effective Instruction

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May

Strategy 3: The LPAC Committee will meet quarterly to discuss the progress of each student and determine needed interventions.

Strategy's Expected Result/Impact: The needs of all EL students will be met and their English Proficiency as measured by TELPAS.

Staff Responsible for Monitoring: LPAC Coordinator, AP,

Title I Schoolwide Elements: 2.6

Problem Statements: None

TEA Priorities: Improve low-performing schools

Funding Sources: None

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers

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Strategy 4: The Principal will meet with all students taking TELPAS online assessments to share the importance of doing his/her personal best.

Strategy's Expected Result/Impact: Austin will show an increase of 5% in Advanced and Advanced High Composite scores.

Staff Responsible for Monitoring: Principal

Title I Schoolwide Elements: 2.4

Problem Statements: None

TEA Priorities: Improve low-performing schools

Funding Sources: None

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

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No Progress Accomplished Continue/Modify Discontinue

Campus Funding Summary

Title One School-wide					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	2	6			$5,000.00
				Sub-Total	$5,000.00
				Grand Total	$5,000.00

Addendums

Ector County Independent School District

Blackshear Elementary Magnet

Improvement Plan

2020-2021

Mission Statement

At Blackshear Magnet Elementary, we focus on making student growth through engaging learning experiences, positive relationships, two-way communication and a safe learning environment.

Vision

At Blackshear Magnet Elementary, we prepare students for college and career readiness by creating life-long learners and productive citizens.

Value Statement

We believe that....

1. All students will make one year's growth in reading and math from the beginning of the year MAP testing in K-5.

2. Fourth and fifth graders will increase by 10% of their previous year's STAAR scores in Reading and Math.

3. Teacher's will show growth in Domains 1 and 2.

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Comprehensive Needs Assessment

Priority Problem Statements

Problem Statement 1: The campus has persistently scored below the state target in the area of student achievement.

Root Cause 1: Teachers do not fully understand how to analyze formative and summative data for the purpose of achieving maximum student growth.

Problem Statement 1 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Goals

Goal 1: Foundational Excellence: ECISD will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 1: Student attendance will increase from 94% in 2019 to 95% in 2020.

Evaluation Data Sources: Attendance final year report for 2020-2021.

Summative Evaluation: None

Strategy 1: Blackshear Elementary School will provide incentives for perfect attendance each month and every 9 weeks in an effort to improve attendance to 95 %

Strategy's Expected Result/Impact: Attendance Rate of 95%

Staff Responsible for Monitoring: Attendance Clerk, Teachers, Counselor

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Problem Statements:
School Culture and Climate 1
Parent and Community Engagement 1

Funding Sources:
None

Formative	Summative
Oct	
Jan	
Mar	May

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 2: Provide differentiated processes for priority classrooms/students.

Evaluation Data Sources: Lesson Plans, Walk Throughs, Student Data

Summative Evaluation: None

Strategy 1: Provide students with instruction that is relevant and appropriate for diverse learners.		
Strategy's Expected Result/Impact: Improvement in Student Growth **Staff Responsible for Monitoring:** Leadership Team and Teachers **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 **TEA Priorities:** Improve low-performing schools **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	**Problem Statements:** Curriculum, Instruction, and Assessment 1 School Context and Organization 1 **Funding Sources:** None	**Formative** **Oct** **Jan** **Mar** **Summative** **May**
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue		

Performance Objective 3: Embed technology for anytime, anywhere teaching and learning.

Evaluation Data Sources: Lesson Plans, Walk Throughs, Technology Lessons

Summative Evaluation: None

Strategy 1: Provide teachers with the necessary tools and training to embed technology in face to face and remote lessons.

Strategy's Expected Result/Impact: Students will participate in Seesaw, Google Classrooms, Imagine Learning

Staff Responsible for Monitoring: Principals, Teachers

Title I Schoolwide Elements: 2.4, 2.6

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements:
Curriculum, Instruction, and Assessment 1
School Context and Organization 1
Technology 1

Funding Sources:
None

Formative	Summative
Oct	May
Jan	
Mar	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 4: ECISD will provide a data structure that can be utilized and accessed to inform processes.

Evaluation Data Sources: MAP Growth Assessments, Short Cycle Unit Assessments,

Summative Evaluation: None

Strategy 1: MCLs for2nd - 5th grade will meet weekly with their team and principal to review data, create a plan of action, and discuss follow through. Principals will meet weekly with Pre-K, K and 1 where no MCL representative exists.

Strategy's Expected Result/Impact: Improvement in identified areas of need.

Staff Responsible for Monitoring: MCLs, Principals, Teachers

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction

Problem Statements:
Student Achievement 1
Curriculum, Instruction, and Assessment 1
School Context and Organization 1

Funding Sources:
None

Formative	Summative
Oct	May
Jan	
Mar	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 5: Develop the adult collective understanding and shared vision of Social Emotional Learning (SEL) that creates systemic change where SEL can thrive.

Evaluation Data Sources: Character Ed Lessons by Counselor 3 times month for K-5th; Lower Referral Numbers

Summative Evaluation: None

Strategy 1: Staff will engage in professional learning about SEL research and practice.

Strategy's Expected Result/Impact: Awareness of SEL research and practice.

Staff Responsible for Monitoring: Principals, Teachers, Counselor

Title I Schoolwide Elements: 2.6

TEA Priorities: None

ESF Levers: None

Problem Statements:
Demographics 1

Funding Sources:
None

Formative	Summative
Oct	May
Jan	
Mar	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 6: Blackshear will provide a safe and supportive learning environment.

Evaluation Data Sources: Implement CHAMPS, Staff/Student/Parent Surveys

Summative Evaluation: None

Strategy 1: All staff will complete required Safe School's training, Trauma, SEL, Bullying Awareness and Sexual Harassment training.

Strategy's Expected Result/Impact: Safe and supportive environment

Staff Responsible for Monitoring: Principals and Leadership Team

Title I Schoolwide Elements: 2.6

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Problem Statements: Demographics 1

Funding Sources: None

Formative	Summative
Oct	
Jan	
Mar	May

Strategy 2: Teachers will be trained on CHAMPS and will utilize training in classrooms and throughout the building.

Strategy's Expected Result/Impact: Safe and Supportive Environment

Staff Responsible for Monitoring: Teachers and Principals

Title I Schoolwide Elements: 2.5, 2.6

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Problem Statements: None

Funding Sources: None

Formative	Summative
Oct	
Jan	
Mar	May

Strategy 3: Administrators will model Relay School wide routines and procedures and provide coaching.

Strategy's Expected Result/Impact: Safe and supportive learning environment

Staff Responsible for Monitoring: Principals and Teachers

Title I Schoolwide Elements: 2.5

Problem Statements: None

TEA Priorities: Improve low-performing schools

Funding Sources: None

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative	Summative
Oct	
Jan	
Mar	May

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: Invest in Talent: ECISD will recruit, develop and retain highly-effective individuals who are invested in looking at tomorrow to inform their practices today.

Performance Objective 1: In 2020-21, ECISD will offer a job-embedded, personalized professional learning system for teachers and administrators.

Evaluation Data Sources: Learning Management System (LMS)
Employee Performance Evaluations
Staff Retention Rates
Eduphoria STRIVE
Staff Exit Survey Data

Summative Evaluation: None

Strategy 1: Campus administrators will conduct a minimum of five documented walkthroughs and or observation and feedback meetings per week.

Strategy's Expected Result/Impact: Improved learning time

Staff Responsible for Monitoring: Leadership Team and Principals

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Problem Statements:
School Context and Organization 1

Funding Sources:
None

Formative	Summative
Oct	May
Jan	
Mar	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 2: Blackshear's teacher retention rate will increase from ____% in 2020 to ____(+0.6% min.)__in 2021.

Evaluation Data Sources: End of Year Teacher Retention Rate

Summative Evaluation: None

Strategy 1: Relay coaching will be implemented by Leadership Team and MCLs through the use of Observation and Coaching to identify areas of need in instruction and promote teacher growth.

Strategy's Expected Result/Impact: Grow Highly Effective Teachers

Staff Responsible for Monitoring: Leadership Team, MCLs, and Principals

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction

Problem Statements:
Staff Quality, Recruitment, and Retention 1

Funding Sources:
None

Formative	Summative
Oct	May
Jan	
Mar	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 3: Learning Journey: ECISD will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.

Performance Objective 1: 3rd grade reading "Meets" percentages will increase from 21% (2019 STAAR) to 26% as measured by the 2021 STAAR assessment.

Evaluation Data Sources: Short Cycle Assessments, District Benchmarks, STAAR 2021 results

Summative Evaluation: None

Strategy 1: Blackshear will follow district curriculum, scope and sequence and balanced literacy program to ensure student growth.

Strategy's Expected Result/Impact: Meets from 21% to 26%

Staff Responsible for Monitoring: Teachers, MCLs, Principals

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements:
Student Achievement 1

Funding Sources:
None

Formative	Summative
Oct	May
Jan	
Mar	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 2: 3rd grade math "Meets" percentages will increase from 14% (2019 STAAR) to 19% as measured by the 2021 STAAR assessment.

Evaluation Data Sources: Short Cycle Assessments, District Benchmarks, STAAR 2021 results

Summative Evaluation: None

Strategy 1: Blackshear will follow district curriculum, scope and sequence and Number Talks to ensure student growth.

Strategy's Expected Result/Impact: Meets from 14% to 19%

Staff Responsible for Monitoring: Teachrs, MCLs and Principals

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements:
Demographics 1
Student Achievement 1

Funding Sources:
None

Formative	Summative
Oct	May
Jan	
Mar	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Demographics

Problem Statement 1: The campus has persistently scored below the state target in the area of student achievement. **Root Cause:** Teachers do not fully understand how to analyze formative and summative data for the purpose of achieving maximum student growth.

Performance Objective 3: The percentage of students that Met Standard on all subjects/grades tested will increase from 20% (2019 STAAR) to 25% as measured by the 2021 STAAR assessment.

Evaluation Data Sources: STAAR Results

Summative Evaluation: None

Strategy 1: Blackshear will follow district curriculum, scope and sequence, balanced literacy and Number Talks to ensure student success.

Strategy's Expected Result/Impact: Meets for all subjects/grades will rise from 20% to 25%

Staff Responsible for Monitoring: Principals, MCLs and Teachers

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements:
Student Achievement 1

Funding Sources:
None

Formative	Summative
Oct	May
Jan	
Mar	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 4: The percentage of students meeting or exceeding the growth target will increase from 72% (2019 STAAR) to 77% as measured by the 2021 STAAR assessment.

Evaluation Data Sources: STAAR Results

Summative Evaluation: None

Strategy 1: Blackshear will follow district curriculum, literacy block and Number Talks to ensure student growth.

Strategy's Expected Result/Impact: Meeting or Exceeding growth from 72% to 75%

Staff Responsible for Monitoring: MCLs, Principals and Teachers

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements:
Student Achievement 1

Funding Sources:
None

Formative	Summative
Oct	May
Jan	
Mar	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 5: The percentage of students reading on grade level in grades K-2 will increase 4% from the BOY MAP to EOY MAP assessment.

Evaluation Data Sources: MAP Growth

Summative Evaluation: None

Strategy 1: Blackshear will follow district curriculum and literacy blocks to ensure student success		
Strategy's Expected Result/Impact: 4% increase in BOY to EOY MAP **Staff Responsible for Monitoring:** Teachers, MCLs, and Principals **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	**Problem Statements:** School Context and Organization 1 **Funding Sources:** None	**Formative** **Oct** **Jan** **Mar** **Summative** **May**

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Campus Funding Summary

Addendums

Ector County Independent School District

Blanton Elementary

Improvement Plan

2020-2021

Mission Statement

The Mission of Blanton Elementary is to grow our students academically through engaging, rigorous learning experiences, work on building positive relationships, providing a safe learning environment, and striving to communicate effectively with all stakeholders so students have choices for college, technincal and career choices.

Vision

Blanton Elementary:We are a small school that wants to make a big impact on our students!We prepare our students to make career, college or military choices and become productive citizens.

Value Statement

We believe all students can and will learn with proven stategies and high yield instruction.

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- Goal 2 : Invest in Talent: Blanton will recruit, develop and retain highly-effective individuals who are invested in looking at tomorrow to inform their practices today. 29
- Goal 3 : Learning Journey: Blanton will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. Blanton will equip students to be adaptable in an ever-changing society. 30

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Comprehensive Needs Assessment

Demographics

Demographics Summary

PEIMS DATA REVIEW - FALL PEIMS COLLECTION
BLANTON ELEMENTARY

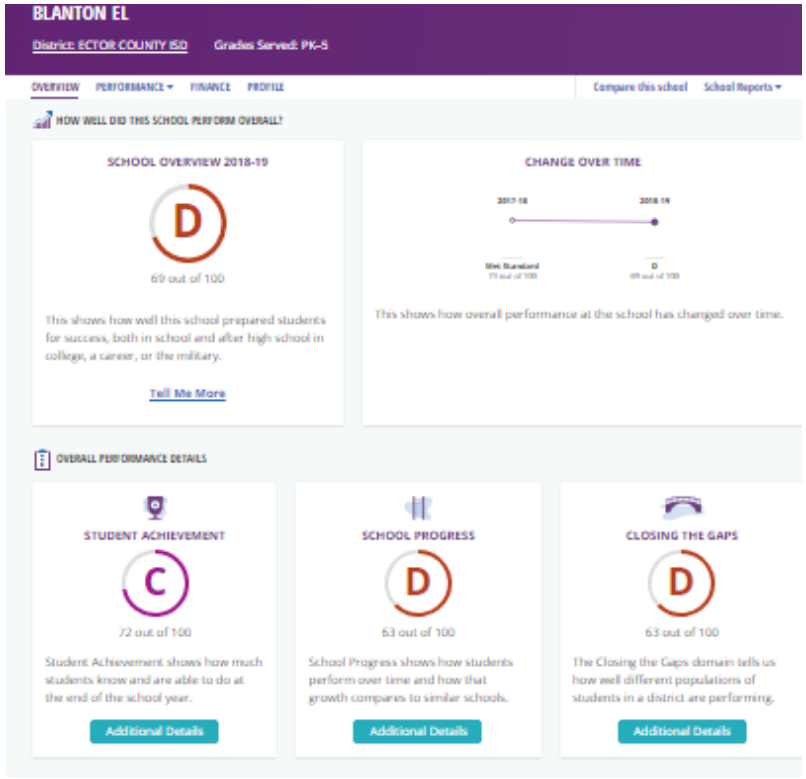
	2016-2017	2017-2018	2018-2019	2019-2020	DIFFERENCE
STUDENT DATA					
Total Enrollment	378	425	555	536	-19
Total Membership	378	425	554	536	-18
Early Education	0	0	0	0	0
Pre-Kindergarten	39	44	41	43	2
Kindergarten	54	60	68	79	11
Grade 1	63	62	98	74	-24
Grade 2	71	71	87	81	-6
Grade 3	64	71	86	94	8
Grade 4	47	63	83	80	-3
Grade 5	40	54	92	85	-7
Ethnic Distribution					
White	106	133	167	140	-27
Hispanic / Latino	183	206	282	294	12
Black or African American	58	50	56	51	-5
Asian	9	13	17	16	-1
America Indian or Alaska Native	2	3	3	1	-2
Native Hawaiian/ Pacific islander	0	0	0	0	0
Two or More	20	20	30	34	4
Special Populations					
At Risk	66	80	105	129	24
Economic Disadvantaged	182	186	285	259	-26
Lep	16	19	25	31	6
Special Education	37	41	60	69	9
Career & Technology Ed	0	0	0	0	0
Bilingual Education	0	0	0	1	1
ESL Education	12	18	25	28	3
Alternative Language				1	
Gifted & Talented Education	16	13	17	12	-5
Title I	376	425	555	536	-19
Immigrant	1	0	1	0	-1
Migrant	2	0	0	0	0
Military Connected	0	0	3	1	-2
Foster Care	1	0	1	2	1
Homeless	17	15	20	37	17
Dyslexia	8	12	12	14	2

Problem Statement 1: High student mobility **Root Cause:** Employment fluctuations in the Permian Basin

Problem Statement 2 (Prioritized): Student attendance rate was lower this last year even though we have seen an increase in student enrollment. **Root Cause:** Families have a lack of knowledge about the importance of school attendance and lack of follow up from the campus.

Student Achievement

Student Achievement Summary



Achievement Approaches or Above
Reading

	State	Campus	H	W	AA	Asian	2 or more	Eco Dis	Sped	ELL
2020										
2019	75	76	80	71	62*		82	42	71	90
2018	74	80	79	86	67*		70	74	41	100
2017	72	66	69	71	43*		83	54*	*	

Achievement Approaches or Above

2016	73	68	71	68	47	71*		55*	*

Math

	State	Campus	H	W	AA	Asian	2 or more	Eco Dis	Sped	ELL
2020										
2019	82	76	77	70	77*		91	74	58	80
2018	81	84	85	88	71*		90	80	59	100
2017	79	74	77	71	61*		83	66*	*	
2016	76	72	73	74	67	100*		61*		86

Student Achievement- Meets or Above

Reading

	State	Campus	H	W	AA	Asian	2 or more	Eco Dis	Sped	ELL
2020										
2019	48	42	45	36	*		64	39	27	50
2018	46	46	47	48	33*		50	38	22	40
2017	46	33	42	26*	*	*		18*	*	
2016	48	37	38	38*	*	*		31*	*	

Math

	State	Campus	H	W	AA	Asian	2 or more	Eco Dis	Sped	ELL
2020										
2019	52	44	43	49	35*		55	39	29	70
2018	50	53	49	61	33*		80	45	24	80
2017	48	37	42	39	22*	*		23*	*	
2016	43	34	35	40*	*	*		24*	*	

Student Achievement-Masters

Reading

	State	Campus	H	W	AA	Asian	2 or more	Eco Dis	Sped	ELL
2020										
2019	21	18	23	11	23*		9	25	12	30
2018	19	20	22	16	14*		30	20	7	40
2017	19	19	26	12*	*	*		7*	*	
2016	17	12	12	15*	*	*		11*	*	

Math

	State	Campus	H	W	AA	Asian	2 or more	Eco Dis	Sped	ELL

Student Achievement-Masters

2020										
2019	26	28	29	27	23*		18	25	18	50
2018	24	30	25	32	29*		60	20	20	20
2017	23	22	24	27*	*	*		10*	*	
2016	19	14	14	19*	*	*		11*	*	

Student Achievement Strengths

Blanton's strengths include student achievement. Blanton Elementary school earned a C (72) for acceptable achievement on 2019 STAAR. All students made 72% apporaches or higher as measured by STAAR. 38 % of students made meets gradel level or higher as measured by STAAR . 19% of all student mastered the grade level as measured by STAAR from 2019. Due to COVID 19 there was not a STAAR assessment given in spring 2020. Blanton did have benchamrk assessment for comparison:STAAR Released from 2019 to STAAR Released 2020 shows improvment in overall, approaches/meets/ masters, and growth. The 2020 assessments were given in February 2020 just prior to spring break and COVID 19.

Blanton El	
Overall	Score
Spring 2019 Release	52%
Spring 2020 Release	54%
Blanton El	
Approaches/ Meets/Masters	Score
Spring 2019 Release	56%
Spring 2020 Release	59%
Blanton El	
Growth	Score
Spring 2019 Release	49%
Spring 2020 Release	53%

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): The campus has not consistently maintained growth in the area of school progress. **Root Cause:** Teachers do not fully understand how to use data to drive instruction for TIER 1 and reteach opportunities for the purpose of maintaining or increasing student progress.

School Culture and Climate

School Culture and Climate Summary

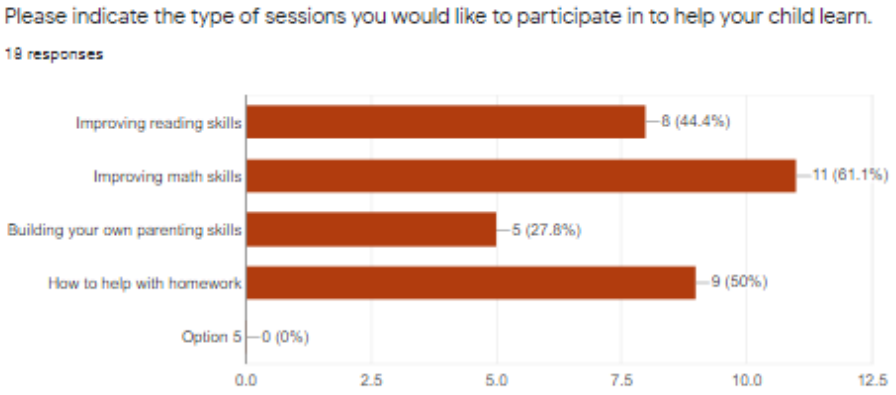
72% of parents feel welcome at school.

100% of parents feel the school communicates parent involvement opportunities in multiple ways.

65% find the activities provided are helpful.

60% of parents want activities from 5-7pm; 22% want activities 1-4; 28prefer mornings 8-11

88% of parents had teacher conferences with the teacher at least once inthe fall(12% of paernts were invited or the child did not attend in the fall)



School Culture and Climate Strengths

Blanton has many activities for students and parents to attend during the year: PTA Fine ARTS grade level performances; Blanton Bear of the Month Luncheons, Title 1 Parent involvement activitiies, meet the teacher, fall orienation, Parent conferences," PS I Love You" workshop, Family art assignments, VIPS, PTAand Family Math & Reading Nights.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1 (Prioritized): CHAMPS and Conscious Discipline expectations are not consistently implemented in every classroom. **Root Cause:** Lack of feedback from administration and teachers did not implement behavior system with fidelity.

Problem Statement 2: PTA Board changed leadership & transfer took 6 months to change and lack of parents participating **Root Cause:** Not enough participation to run it effectively for school improvement considering parental input

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

BLANTON ELEMENTARY

	2016-2017	2017-2018	2018-2019	2019-2020	DIFFERENCE
STAFF DATA					
STAFF COUNTS, NOT FTE					
Employment Counts	42	64	66	70	4
Full-time Staff	42	64	66	70	4
Role ID Counts					0
Instructional	35	35	41	44	3
Teachers	29	26	34	36	2
Aides	6	9	7	8	1
Professional Support	5	5	11	12	1
Classroom Staff	2	2	7	6	-1
Non-Classroom Staff	3	3	4	6	2
Administrative	2	2	2	2	0
Principal/Assistant Principal	2	2	2	2	0
Other Adimistrative	0	0	0	0	0

STAFF FTE SUMMARY					
Total Staff	36.2	37.6	43.4	45.2	1.8
Teachers	25.5	24.2	29.9	29.0	-0.9
Professional Support	2.7	3.3	5.1	7.1	2.0
Campus Administration	2.0	2.0	2.0	2.0	0.0
Educational Aides	6.0	8.1	6.5	7.0	0.5
Auxiliary Staff	N/A	N/A	N/A	N/A	N/A
Personnel by Ethnicity & Sex	36.2	38.6	43.4	45.2	1.8
White	26.6	28.8	33.4	30.4	-3.0
Hispanic	8.7	8.3	10.0	12.7	2.7
Black	1.0	1.6	0.0	2.0	2.0
Other	0.0	0.0	0.0	0.0	0.0
White Male	1.7	0.0	2.1	2.0	-0.1
White Female	24.9	28.8	31.4	28.4	-3.0
Hispanic Male	1.2	1.0	1.1	1.2	0.1
Hispanic Female	7.5	7.3	8.8	11.6	2.8
Black Male	0.0	0.6	0.0	0.0	0.0

Black Male	0.0	0.0	0.0	0.0	0.0
Black Female	1.0	1.0	0.0	2.0	2.0
Other Male	0.0	0.0	0.0	0.0	0.0
Other Female	0.0	0.0	0.0	0.0	0.0
Teachers by Highest Degree Held					
No Degree	1.0	0.0	1.0	1.9	0.9
Bachelors	21.4	20.0	21.7	20.8	-0.9
Masters	3.2	4.2	7.1	6.4	-0.7
Doctorate	0.0	0.0	0.0	0.0	0.0
Teachers by Years of Experience					
Beginning Teachers	3.0	4.0	4.0	5.8	1.8
1-5 Years Experience	3.2	3.0	3.6	4.9	1.3
6-10 Years Experience	8.0	6.0	6.0	3.0	-3.0
11-20 Years Experience	5.2	6.7	11.2	10.0	-1.2
Over 20 Years Experience	6.2	4.5	5.0	5.4	0.4

Blanton has the following positions for the 2020-2021 school year:

2 - Pre/K Teachers - (1 certified,1 currently seeking ACP certification)

4 - Kindergarten Teachers (2 certified, 2 currently seeking ACP certification)
4 - 1st Grade Teachers (4 cerified)
3- 2nd Grade Teachers (3 certified)
4 - 3rd Grade Teachers (3 certified, 1 currently seeking ACP certification)
4 - 4th Grade Teachers (2 certified certified, 2 currently seeking ACP certification)
3 - 5th Grade Teachers (3 certified)

2 - Specialized Unit Teachers (2 certified)
1 - Inclusion/Resource Teacher (certified)

1 - Certified PE Coach
1- Certified Music Teacher

Staff Quality, Recruitment, and Retention Strengths

Blanton is fully staffed for the 2020-2021 school year. We seek to have highly qualified teachers in each position. Teacher recruitment has improved due to

changes in hiring. The faculty participates in content specific PLC 2-3 times weeklyto include data driven decision making and planning. All teachers are prepared to achieve student academic goals. PD will include lesson design and delivery along with campus focused and district directed initiatives. We will continue team building activities throughout the school year. The Blanton staff will feel the sense of team through the use of social media: Remind, Twitter, Facebook and Google Classroom. Various activities will be used to check for understanding and knowledge as we work to empower our teachers and students to collaborate, lead and succeed. The the goal at Blanton is to strengthen curriculum knowledge, utilize instructional strategies, provide instructional coaching,instruct using best practices, interpret and analyze data, and deliver professional learning to our adult learners.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Finding certified highly qualified staff and retaining them. **Root Cause:** The high cost of living in Odessa forces many not to stay.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Research based best practiced curriculum, instruction and assessment are integral components to meeting the educational needs of our student body. Providing an aligned curriculum for all students in all core subject areas is vital and must be reinforced within tutoring, dyslexia services, balanced literacy, guided math, Imagine reading, Imagine math, Brainchild and reading services to close the achievement gap. Additionally, resource allocations in the form of textbooks, supplemental materials and classroom technology use contribute to student performance by providing tools to utilize when educating students. Teachers, dyslexia teachers, tutors and special education personnel support the programs and intervention services which allow for the opportunity to close the achievement gap. COGAT, Naglieri, STAAR, SBAs, DBAs, unit assessments/SCAs, Imagine Reading, Imagine Math, MAP testing, and TELPAS assessments allow for early identification of need and potential targets for intervention.

Curriculum, Instruction, and Assessment Strengths

Blanton will focus on following the District adopted textbook Scope and Sequence with fidelity. We will utilize district strategies such as Planning with the end in mind, KNOW & SHOW charts, teacher and student exemplars when planning lessons and reteach. All teachers will utilize the district planning template. Blanton will participate in RELAY this school year.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): All lessons are not engaging and focused on student outcomes **Root Cause:** Coaching and follow up are inconsistent at district and campus level.

Parent and Community Engagement

Parent and Community Engagement Summary

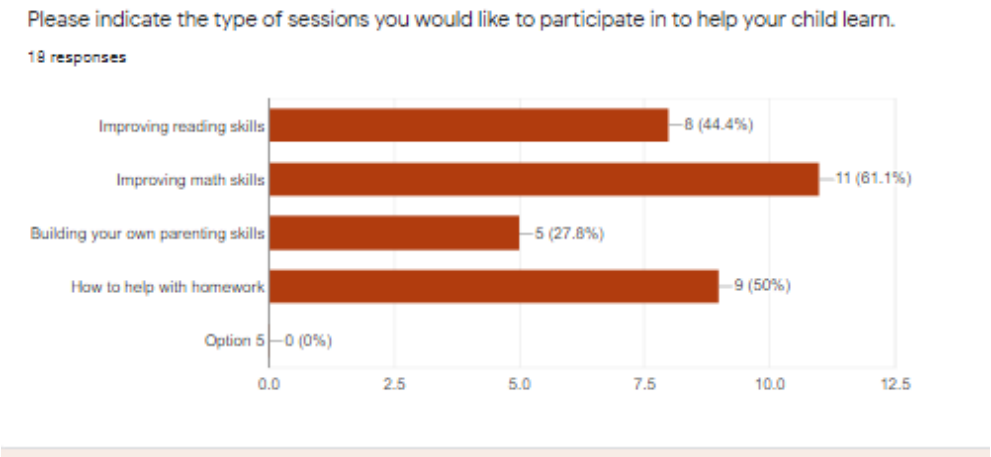
72% of parents feel welcome at school.

100% of parents feel the school communicates parent involvement opportunities in multiple ways.

65% find the activities provided are helpful.

60% of parents want activities from 5-7pm; 22% want activities 1-4; 28prefer mornings 8-11

88% of parents had teacher conferences with the teacher at least once inthe fall(12% of paernts were invited or the child did not attend in the fall)



Parent and Community Engagement Strengths

We have great involvement from parents as long as we have students perform or its a family night. Parent are complimentary of the events and oue student enjoy the activities.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Parent involvement in PTA is low. **Root Cause:** Parents have other obligations like work or student sports in the evening.

School Context and Organization

School Context and Organization Summary

School leaders are one principal and one assistant principal, one counselor, and 2 full-time office staff.

We meet as a professional learning community (PLC) on Tuesdays. Teachers plan as a grade level on Wednesday.

Teachers have a 45-minute conference every day.

Our class sizes range from 18-30

Our 5th grade is departmentalized, 4th-grade team teaches

Re-teach time is built into the schedule through a dedicated intervention time or through guided reading and guided math.

School Context and Organization Strengths

This year were able to add two full time Flex aides to facilitate small group intervention.

Technology

Technology Summary

All classrooms have In Focus projectors, Smart boards, and Elmos. Each grade level has one to one technology.PK and K have Ipads and 1st through 5th grade have ChromebooksThe equipment was used to teach interactive lessons and reinforce skills and points of interest in preparation for grade level TEKS and STAAR. Students have district access to Imagine Math, Istation and Brainchild. This year we will begin using Imagine Reading instaed of Istation

Technology Strengths

We have finally become a one to one campus which allows the curriculum to be enahnced through the use of technology. Every teacher must complete the laptop course and will have a laptop to use anytime and a desktop in every teacher classroom to enhance instruction.

We have a new instructional specialist this year.

Leadership Team facilitate our belnded learning plan with our instructional specialist.

Problem Statements Identifying Technology Needs

Problem Statement 1: Lack of school-wide internet assesibility. **Root Cause:** The network does not effectively keep up with the demand placed on ECISD wifi system

Priority Problem Statements

Problem Statement 1: The campus has not consistently maintained growth in the area of school progress.

Root Cause 1: Teachers do not fully understand how to use data to drive instruction for TIER 1 and reteach opportunities for the purpose of maintaining or increasing student progress.

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: Student attendance rate was lower this last year even though we have seen an increase in student enrollment.

Root Cause 2: Families have a lack of knowledge about the importance of school attendance and lack of follow up from the campus.

Problem Statement 2 Areas: Demographics

Problem Statement 3: CHAMPS and Conscious Discipline expectations are not consistently implemented in every classroom.

Root Cause 3: Lack of feedback from administration and teachers did not implement behavior system with fidelity.

Problem Statement 3 Areas: School Culture and Climate

Problem Statement 4: All lessons are not engaging and focused on student outcomes

Root Cause 4: Coaching and follow up are inconsistent at district and campus level.

Problem Statement 4 Areas: Curriculum, Instruction, and Assessment

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local diagnostic reading assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data

Goals

Goal 1: Foundational Excellence: Blanton will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 1: Annual student attendance will increase from 93.7% in 2020 to 94.2% in 2021.

Evaluation Data Sources: Student attendance for 2020/2021 school year

Summative Evaluation: None

Strategy 1: Blanton will follow matrix of roles and responsibilities for elementary staff. Blanton will have a weekly award for the class with the highest attendance. Blanton will have 9 week and EOY attendance parties.

Strategy's Expected Result/Impact: Blanton attendance will improve to 94.2%

Staff Responsible for Monitoring: Administration, office staff, counselor, teachers

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction

Problem Statements:
Demographics 2

Funding Sources:
None

Formative	Summative
Oct	May
Jan	
Mar	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Demographics

Problem Statement 2: Student attendance rate was lower this last year even though we have seen an increase in student enrollment. **Root Cause:** Families have a lack of knowledge about the importance of school attendance and lack of follow up from the campus.

Performance Objective 2: Provide differentiated processes for priority classrooms/students.

Evaluation Data Sources: Lesson Plans, Student data and walkthroughs

Summative Evaluation: None

Strategy 1: Provide students with instruction that is relevant and appropriate for diverse learners.

Strategy's Expected Result/Impact: Improvement in Student Growth

Staff Responsible for Monitoring: Administrators, Instructional Specialist, Leadership Team and Teachers

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: None

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

Funding Sources: None

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Formative	Summative
Oct	May
Jan	
Mar	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 3: Embed technology for anytime, anywhere teaching and learning.

Evaluation Data Sources: Lesson Plans, walkthroughs, Technology Lessons

Summative Evaluation: None

Strategy 1: Provide teachers with the necessary tools and training to embed technology in face to face and remote lessons.

Strategy's Expected Result/Impact: Students will use Seesaw, Google Classroom , Imagine Learning(Reading & Math), Brainchild

Staff Responsible for Monitoring: Administration & Teachers

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements:
Student Achievement 1
Curriculum, Instruction, and Assessment 1

Funding Sources:
None

Formative
Oct
Jan
Mar
Summative
May

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Student Achievement

Problem Statement 1: The campus has not consistently maintained growth in the area of school progress. **Root Cause:** Teachers do not fully understand how to use data to drive instruction for TIER 1 and reteach opportunities for the purpose of maintaining or increasing student progress.

Curriculum, Instruction, and Assessment

Problem Statement 1: All lessons are not engaging and focused on student outcomes **Root Cause:** Coaching and follow up are inconsistent at district and campus level.

Performance Objective 4: ECISD will provide a data structure that can be utilized and accessed to inform processes.

Evaluation Data Sources: SCAs/Unit Tests and MAP Assessments

Summative Evaluation: None

Strategy 1: Teachers , Instructional Specialist & Administarion will meet weekly for PLCs to plan, review data, develop a plan to reteach.

Strategy's Expected Result/Impact: Improve teaching and learning and student outcomes as measured by STAAR and MAP Assessments

Staff Responsible for Monitoring: Administration, Instructional Specialist, & Teachers

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: None

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

Funding Sources: None

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction

Formative	Summative
Oct	May
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Mar	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 5: Develop the adult collective understanding and shared vision of Social Emotional Learning (SEL) that creates systemic change where SEL can thrive.

Evaluation Data Sources: Lower number of discipline referrals, Character education lessons twice monthly provided by counselor.

Summative Evaluation: None

Strategy 1: Staff will engage in professional learning about SEL research and practice.

Strategy's Expected Result/Impact: Increase staff awareness of SEL research and Practice

Staff Responsible for Monitoring: Administrators, Teachers, Counselor

Title I Schoolwide Elements: 2.6

TEA Priorities: None

ESF Levers: Lever 3: Positive School Culture

Problem Statements:
Demographics 2
School Culture and Climate 1

Funding Sources:
None

Formative	Summative
Oct	
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Mar	May

 No Progress Accomplished Continue/Modify Discontinue

Demographics

Problem Statement 2: Student attendance rate was lower this last year even though we have seen an increase in student enrollment. **Root Cause:** Families have a lack of knowledge about the importance of school attendance and lack of follow up from the campus.

School Culture and Climate

Problem Statement 1: CHAMPS and Conscious Discipline expectations are not consistently implemented in every classroom. **Root Cause:** Lack of feedback from administration and teachers did not implement behavior system with fidelity.

Performance Objective 6: Blanton will provide a safe and supportive learning environment.

Evaluation Data Sources: Implement CHAMPS/ Conscious Discipline, Staff/Student/Parent Surveys

Summative Evaluation: None

Strategy 1: All staff will complete required training: Ethics, Child abuse reporting, Sexual Harassment and SAFE Schools

Strategy's Expected Result/Impact: SAfe and Supportive learning

Staff Responsible for Monitoring: Counselor, Teachers & Administrators

Title I Schoolwide Elements: 2.6

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative	Summative
Oct	
Jan	
Mar	May

Strategy 2: Administrators will model Relay School wide routines and procedures and provide coaching.

Strategy's Expected Result/Impact: safe and supportive learning environment

Staff Responsible for Monitoring: Adminstrators

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: None

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

Funding Sources: None

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Formative	Summative
Oct	
Jan	
Mar	May

No Progress Accomplished Continue/Modify Discontinue

Goal 2: Invest in Talent: Blanton will recruit, develop and retain highly-effective individuals who are invested in looking at tomorrow to inform their practices today.

Performance Objective 1: In 2020-21, ECISD will offer a job-embedded, personalized professional learning system for teachers and administrators.

Evaluation Data Sources: Employee Performance Evaluations
Staff Retention Rates
Eduphoria STRIVE

Summative Evaluation: None

Strategy 1: Campus administrators will conduct a minimum of five documented walkthroughs and or observation and feedback meetings per week.

Strategy's Expected Result/Impact: Increased learning time and enagement

Staff Responsible for Monitoring: Leadership team and administration

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Problem Statements:
Student Achievement 1

Funding Sources:
None

Formative	Summative
Oct	May
Jan	
Mar	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Student Achievement

Problem Statement 1: The campus has not consistently maintained growth in the area of school progress. **Root Cause:** Teachers do not fully understand how to use data to drive instruction for TIER 1 and reteach opportunities for the purpose of maintaining or increasing student progress.

Goal 3: Learning Journey: Blanton will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. Blanton will equip students to be adaptable in an ever-changing society.

Performance Objective 1: The percentage of students reading on grade level in grades K-2 will increase 4% from the BOY MAP to EOY MAP assessment.

Strategy 1: Blanton will follow district curriculum and literacy blocks to ensure student success.

Strategy's Expected Result/Impact: 4% increase in BOY MAP results to EOY MAP results

Staff Responsible for Monitoring: Instructional Specialist & Administration

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements:
Student Achievement 1

Funding Sources:
None

Formative	Summative
Oct	May
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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Student Achievement

Problem Statement 1: The campus has not consistently maintained growth in the area of school progress. **Root Cause:** Teachers do not fully understand how to use data to drive instruction for TIER 1 and reteach opportunities for the purpose of maintaining or increasing student progress.

Performance Objective 2: 3rd grade reading "Meets" percentages will increase from 42% (2019 STAAR) to 46% as measured by the 2021 STAAR assessment.

Evaluation Data Sources: Short Cycle Assessments/ Unit Tests, District Benchmarks, STAAR RESULTS 2021

Summative Evaluation: None

Strategy 1: Blanton will follow district curriculum, scope and sequence and balanced literacy program to ensure student growth.

Strategy's Expected Result/Impact: Meets GL Standard will increase from 42% to 46% as measured by STAAR 2021

Staff Responsible for Monitoring: Instructional Specialist, Administration, teachers

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements:
Student Achievement 1

Funding Sources:
None

Formative	Summative
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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Student Achievement

Problem Statement 1: The campus has not consistently maintained growth in the area of school progress. **Root Cause:** Teachers do not fully understand how to use data to drive instruction for TIER 1 and reteach opportunities for the purpose of maintaining or increasing student progress.

Performance Objective 3: 3rd grade math "Meets" percentages will increase from 44% (2019 STAAR) to 48% as measured by the 2021 STAAR assessment.

Evaluation Data Sources: Short Cycle Assessments/ Unit Tests, District Benchmarks, STAAR RESULTS 2021

Summative Evaluation: None

Strategy 1: Blanton will follow district curriculum, scope and sequence and Number Talks to ensure student growth.

Strategy's Expected Result/Impact: Meets GL Standard will increase from 44% to 48% as measured by STAAR 2021

Staff Responsible for Monitoring: Instructional Specialist, Administration, teachers

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements:
Student Achievement 1

Funding Sources:
None

Formative	Summative
Oct	May
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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Student Achievement

Problem Statement 1: The campus has not consistently maintained growth in the area of school progress. **Root Cause:** Teachers do not fully understand how to use data to drive instruction for TIER 1 and reteach opportunities for the purpose of maintaining or increasing student progress.

Performance Objective 4: The percentage of students that Met Standard on all subjects/grades tested will increase from 38% (2019 STAAR) to 42% as measured by the 2021 STAAR assessment.

Evaluation Data Sources: STAAR RESULTS 2021

Summative Evaluation: None

Strategy 1: Blanton will follow district curriculum, scope and sequence, balanced literacy and Number Talks to ensure student success.

Strategy's Expected Result/Impact: Meets GL Standard on all tests will increase from 38% to 42% as measured by STAAR 2021

Staff Responsible for Monitoring: Instructional Specialist, Administration, teachers

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements:
Student Achievement 1

Funding Sources:
None

Formative	Summative
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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Student Achievement

Problem Statement 1: The campus has not consistently maintained growth in the area of school progress. **Root Cause:** Teachers do not fully understand how to use data to drive instruction for TIER 1 and reteach opportunities for the purpose of maintaining or increasing student progress.

Performance Objective 5: The percentage of students meeting or exceeding the growth target will increase from 72% (2019 STAAR) to 77% as measured by the 2021 STAAR assessment.

Evaluation Data Sources: STAAR RESULTS 2021

Summative Evaluation: None

Performance Objective 6: Implement innovative instructional models which enable personalized learning for all students.

Evaluation Data Sources: Lesson Plans, walkthroughs, trend data, MAP Growth Assessmeent

Summative Evaluation: None

Strategy 1: Strategy: Implement assessment models that ensure teachers and students are able to monitor their learning and growth. Assessment models will include the following: MAP Growth Assessments, Formative Assessments, and Aggressive Monitoring

Strategy's Expected Result/Impact: Improve student outcomes as teachers and students monitor growth.

Staff Responsible for Monitoring: Instructional Specialist, Administration, teachers

Title I Schoolwide Elements: 2.4

TEA Priorities: Improve low-performing schools

ESF Levers: None

Problem Statements:
Student Achievement 1

Funding Sources:
None

Formative	Summative
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Strategy 2: Implement assessment models that ensure teachers and students are able to monitor their learning and growth. Assessment models will include the

following: MAP Growth Assessments, Formative Assessments, and Aggressive Monitoring

Strategy's Expected Result/Impact: Increase student achievement on STAAR 2021 and MAP assessments.

Staff Responsible for Monitoring: Instructional Specialist, Administration, teachers

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements:
Student Achievement 1

Funding Sources:
None

Formative	Summative
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Strategy 3: Principal will implement Professional Learning Communities (PLCs) where teams implement the Data-Driven Instructional process, develop TEKS knowledge (Know/Show charts), implement the coaching model of Observation/Feedback, and plan for student mastery of learning objectives through a personalized learning path.

Strategy's Expected Result/Impact: To increase student achievement & maintain or increase progress as measured by STAAR & MAP Assessments

Staff Responsible for Monitoring: Instructional Specialist & Administration,

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements:
Curriculum, Instruction, and Assessment 1

Funding Sources:
None

Formative	Summative
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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Student Achievement

Problem Statement 1: The campus has not consistently maintained growth in the area of school progress. **Root Cause:** Teachers do not fully understand how to use data to drive instruction for TIER 1 and reteach opportunities for the purpose of maintaining or increasing student progress.

Curriculum, Instruction, and Assessment

Problem Statement 1: All lessons are not engaging and focused on student outcomes **Root Cause:** Coaching and follow up are inconsistent at district and campus level.

Campus Funding Summary

Addendums

Ector County Independent School District

Lee Buice Elementary

Improvement Plan

2020-2021

Accountability Rating: Not Rated: Declared State of Disaster

Distinction Designations:
Academic Achievement in Science
Top 25 Percent: Comparative Academic Growth

Mission Statement

The mission of Dr. Lee Buice Elementary School is to excite and inspire curiosity through literacy and innovative learning experiences.

Vision

The vision of Dr. Lee Buice Elementary School is to create a community of unlimited opportunities for all.

Core Beliefs

Our core beliefs are to: innovate, collaborate, and celebrate.

We believe every child can learn. We care for one another and value each other's opinions. In our classrooms, students mirror the work of readers, writers, mathematicians, scientists, and social scientists. We believe in celebrating our story and sharing our successes.

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- Goal 3 : Learning Journey: Buice Elementary will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society. 53

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Attendance and demographic data:

https://docs.google.com/document/d/13dZNg-EEHu_zvXIkqNUkvHlNIZDEoJe3x2jNRH8u6CA/edit?usp=sharing

Texas Education Agency
PDM3-130-010
v20.3.1

TSDS PEIMS ATTENDANCE RATES COMPARISON BY ETHNICITY, GENDER, AND SPECIAL POPULATION
Campus-level Data
Campuses: ALL
2019 - 2020 Summer Collection, Resubmission

Tuesday 07/21/2020 1:58 PM
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LEA: 068901 - ECTOR COUNTY ISD
Campus: 068901133 - LEE BUICE EL

	Days Membership		Total Days Absent		Total Days Present		Total Ineligible Days		Total Eligible Days		Attendance Rate	
	2018 - 2019	2019 - 2020	2018 - 2019	2019 - 2020	2018 - 2019	2019 - 2020	2018 - 2019	2019 - 2020	2018 - 2019	2019 - 2020	2018 - 2019	2019 - 2020
Campus	110,613.0	113,322.0	5,070.0	3,957.0	105,543.0	109,365.0	0.0	0.0	105,543.0	109,365.0	95.4%	96.5%
Ethnicity												
Hispanic/Latino	68,093.0	69,324.0	3,293.0	2,525.0	64,800.0	66,799.0	0.0	0.0	64,800.0	66,799.0	95.2%	96.4%
American Indian or Alaska	166.0	166.0	7.0	3.0	159.0	163.0	0.0	0.0	159.0	163.0	95.8%	98.2%
Asian	1,347.0	1,531.0	37.0	69.0	1,310.0	1,462.0	0.0	0.0	1,310.0	1,462.0	97.3%	95.5%
Black or African American	2,559.0	3,599.0	89.0	100.0	2,470.0	3,499.0	0.0	0.0	2,470.0	3,499.0	96.5%	97.2%
Hawaiian or Other Pacific	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0%	0.0%
White	37,197.0	37,220.0	1,609.0	1,211.0	35,588.0	36,009.0	0.0	0.0	35,588.0	36,009.0	95.7%	96.7%
Two or More Races	1,251.0	1,482.0	35.0	49.0	1,216.0	1,433.0	0.0	0.0	1,216.0	1,433.0	97.2%	96.7%
Total	110,613.0	113,322.0	5,070.0	3,957.0	105,543.0	109,365.0	0.0	0.0	105,543.0	109,365.0	95.4%	96.5%
Gender												
Male	58,134.0	61,514.0	2,725.0	2,084.0	55,409.0	59,430.0	0.0	0.0	55,409.0	59,430.0	95.3%	96.6%
Female	52,479.0	51,808.0	2,345.0	1,873.0	50,134.0	49,935.0	0.0	0.0	50,134.0	49,935.0	95.5%	96.4%
Total	110,613.0	113,322.0	5,070.0	3,957.0	105,543.0	109,365.0	0.0	0.0	105,543.0	109,365.0	95.4%	96.5%
Special Population												
Special Education	15,555.0	17,098.0	754.0	695.0	14,801.0	16,403.0	0.0	0.0	14,801.0	16,403.0	95.2%	95.9%
Economic Disadvantage	50,618.0	47,821.0	2,635.0	2,115.0	47,983.0	45,706.0	0.0	0.0	47,983.0	45,706.0	94.8%	95.6%
LEP	2,288.0	3,072.0	136.0	86.0	2,152.0	2,986.0	0.0	0.0	2,152.0	2,986.0	94.1%	97.2%
At Risk	34,159.0	44,295.0	1,818.0	1,778.0	32,341.0	42,517.0	0.0	0.0	32,341.0	42,517.0	94.7%	96.0%
Gifted and Talented	14,215.0	12,307.0	567.0	334.0	13,648.0	11,973.0	0.0	0.0	13,648.0	11,973.0	96.0%	97.3%
Migrant	166.0	0.0	5.0	0.0	161.0	0.0	0.0	0.0	161.0	0.0	97.0%	0.0%
Homeless Status	2,929.0	3,396.0	172.0	226.0	2,757.0	3,170.0	0.0	0.0	2,757.0	3,170.0	94.1%	93.3%
Unaccompanied Youth	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0%	0.0%
Early Reading Indicator	14,539.0	19,978.0	801.0	862.0	13,738.0	19,116.0	0.0	0.0	13,738.0	19,116.0	94.5%	95.7%
Military Connected	664.0	677.0	14.0	22.0	650.0	655.0	0.0	0.0	650.0	655.0	97.9%	96.8%
Foster Care	480.0	1,236.0	14.0	39.0	466.0	1,197.0	0.0	0.0	466.0	1,197.0	97.1%	96.8%

RDSPD	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0%	0.0%
Total	101,454.0	105,585.0	6,916.0	4,379.0	96,356.0	101,206.0	0.0	0.0	96,356.0	101,206.0	95.0%	95.9%

NOTE: Detail may not add to totals due to rounding.

Demographics Strengths

Buice was awarded a distinguished designation for overall student growth two years in a row. We were also named a 2018 School Transforming Learning.

We serve a diverse population of learners. Economically disadvantaged students are showing significant growth. All of our student sub pops met their target for growth this year.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Economically disadvantaged student attendance went down from 2018-2019 to 2019-2020 **Root Cause:** More attendance monitoring and consistent contracts needed for students

Student Achievement

Student Achievement Summary

School Progress Academic Growth 2018 and beyond
Percent Met or Exceeded Progress years 2017-2019
Reading

Year	State	Campus	H	W	AA	Asian	2 or More	Eco Dis	SPED
2018	69	67	68	64				66	66
2019	75	81	78	86				78	80

Math

Year	State	Campus	H	W	AA	Asian	2 or More	Eco Dis	SPED
2018	70	70	70	71				73	66
2019	82	76	71	75				76	87

State Assessment Results-Approaches
3rd Reading

Year	State	Campus	H	W	AA	Asian	2 or More	Eco Dis	SPED
2017	73	75	78	70				80	*
2018	77	76	77	68				73	*
2019	76	76	72	86				67	*

3rd Math

Year	State	Campus	H	W	AA	Asian	2 or More	Eco Dis	SPED
2017	77	74	75	72				*	*
2018	78	76	74	*				76	*
2019	79	72	66	80				63	*

4th Reading

Year	State	Campus	H	W	AA	Asian	2 or More	Eco Dis	SPED
2017	70	80	80	80				68	*

School Progress Academic Growth 2018 and beyond

2018	73	77	79	74			75	*
2019	75	86	85	88			73	*

4th Math

Year	State	Campus	H	W	AA	Asian	2 or More	Eco Dis	SPED
2017	76	77	78	78				*	*
2018	78	79	78	81				70	*
2019	75	84	81	94				76	*

4th Writing

Year	State	Campus	H	W	AA	Asian	2 or More	Eco Dis	SPED
2017	65	72	73	*				*	*
2018	63	75	78	71				*	*
2019	67	76	76	75				69	*

5th Reading

Year	State	Campus	H	W	AA	Asian	2 or More	Eco Dis	SPED
2017	82	80	75	89				76	*
2018	84	87	93	78				83	*
2019	86	90	89	92				87	*

5th Math

Year	State	Campus	H	W	AA	Asian	2 or More	Eco Dis	SPED
2017	87	79	74	89				71	*
2018	91	93	95	*				91	*
2019	90	88	89	87				87	*

5th Science

Year	State	Campus	H	W	AA	Asian	2 or More	Eco Dis	SPED
2017	74	69	*	85				56	*
2018	76	89	90	89				*	*

School Progress Academic Growth 2018 and beyond

2019	75	85	82	92			87	*

State Assessment Results-Meets

3rd Reading

Year	State	Campus	H	W	AA	Asian	2 or More	Eco Dis	SPED
2017	45	44	38	51				49	*
2018	43	37	37	26				24	*
2019	45	43	40	51				33	*

3rd Math

Year	State	Campus	H	W	AA	Asian	2 or More	Eco Dis	SPED
2017	49	44	41	49				*	*
2018	47	36	33	*				32	*
2019	49	36	34	37				20	*

4th Reading

Year	State	Campus	H	W	AA	Asian	2 or More	Eco Dis	SPED
2017	44	52	53	54				45	*
2018	46	52	51	55				43	*
2019	44	51	49	59				35	*

4th Math

Year	State	Campus	H	W	AA	Asian	2 or More	Eco Dis	SPED
2017	47	43	43	44				40	*
2018	49	45	43	48				*	*
2019	48	46	42	50				33	*

4th Writing

Year	State	Campus	H	W	AA	Asian	2 or More	Eco Dis	SPED
2017	34	44	51	*				*	*
2018	39	54	52	55				*	*

School Progress Academic Growth 2018 and beyond

2019	35	45	43	50			35	*

5th Reading

Year	State	Campus	H	W	AA	Asian	2 or More	Eco Dis	SPED
2017	48	38	38	39				38	*
2018	54	61	67	51				46	*
2019	54	61	56	68				51	*

5th Math

Year	State	Campus	H	W	AA	Asian	2 or More	Eco Dis	SPED
2017	50	40	36	50				38	*
2018	58	48	48	*				51	*
2019	58	55	55	54				46	*

5th Science

Year	State	Campus	H	W	AA	Asian	2 or More	Eco Dis	SPED
2017	42	41	*	52				35	*
2018	41	51	50	51				*	*
2019	49	66	65	70				69	*

State Assessment Results-Masters

3rd Reading

Year	State	Campus	H	W	AA	Asian	2 or More	Eco Dis	SPED
2017	29	29	18	42				24	*
2018	25	24	25	16				17	*
2019	27	22	23	23				25	*

3rd Math

Year	State	Campus	H	W	AA	Asian	2 or More	Eco Dis	SPED
2017	26	18	10	28				*	*
2018	23	21	21	*				15	*

2019	25	19	20	17			2	*

4th Reading

Year	State	Campus	H	W	AA	Asian	2 or More	Eco Dis	SPED
2017	24	31	31	31				30	*
2018	24	23	22	24				25	*
2019	22	26	21	38				15	*

4th Math

Year	State	Campus	H	W	AA	Asian	2 or More	Eco Dis	SPED
2017	27	26	28	28				25	*
2018	27	21	19	26				*	*
2019	28	28	23	34				11	*

4th Writing

Year	State	Campus	H	W	AA	Asian	2 or More	Eco Dis	SPED
2017	11	12	13	*				*	*
2018	11	21	19	24				*	*
2019	11	18	14	22				9	*

5th Reading

Year	State	Campus	H	W	AA	Asian	2 or More	Eco Dis	SPED
2017	25	22	21	25				21	*
2018	26	22	22	22				14	*
2019	29	33	27	43				28	*

5th Math

Year	State	Campus	H	W	AA	Asian	2 or More	Eco Dis	SPED
2017	24	22	19	28				24	*
2018	30	15	19	*				14	*
2019	36	28	27	30				28	*

School Progress Academic Growth 2018 and beyond

5th Science

Year	State	Campus	H	W	AA	Asian	2 or More	Eco Dis	SPED
2017	18	13	*	21				15	*
2018	17	17	17	14				*	*
2019	24	34	31	38				44	*

Overall Math

Year	State	Campus	H	W	AA	Asian	2 or More	Eco Dis	SPED
Appr	82	80	77	86				73	30
Meets	52	46	44	47				34	5
Masters	26	25	23	27				15	3

Overall Reading

Year	State	Campus	H	W	AA	Asian	2 or More	Eco Dis	SPED
Appr	75	81	79	84				72	37
Meets	48	51	48	59				40	5
Masters	21	27	24	35				19	0

Student Success Initiative – Percent Passing on First Administration

5th Reading

Year	State	Campus	H	W	AA	Asian	2 or More	EcoDis	Special Ed	ELL
2019	78	79	79	78				78	38	
2018	79	83	85	79				75	25	
2017	72	67	62	75				61	38	

5th Math

Year	State	Campus	H	W	AA	Asian	"2 or More"	EcoDis	"Special Ed"	ELL
2019	83	79	79	78				78	38	
2018	85	84	83	85				75	50	
2017	81	73	71	78				68	23	

2019 STAAR results are as follows:

Reading:

3rd grade: 76% met standard

4th grade: 86% met standard

5th grade: 90% met standard

Math:

3rd grade: 72% met standard

4th grade: 84% met standard

5th grade: 88% met standard

Writing:

4th grade:76% met standard

Science:

5th grade: 85% met standard

White students and sped students have demonstrated the largest achievement gap.

Kinder and first grade Istation data shows a struggle in reading with only 71% of our students finishing the year on tier one. Fortunately, only 10% of our students in kinder and first grade are in tier three but growth is still lacking.

Campus earned two distinctions this year: one in growth and one in science.

Campus improved from an overall "C" rating to a "B."

Campus improved from a 69% score in 2a to an 89.

Campus closed all growth gaps in domain 3.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continue-ously Enrolled	Non-Continue-ously Enrolled	Total Met	Total Evaluated
Academic Achievement Status																
ELA/Reading Target	44%	32%	37%	60%	43%	74%	45%	56%	33%	29%	19%	36%	46%	42%		
Target Met	Y		Y	Y					Y		N		Y	Y		
% at Meets GL Standard or Above	53%	20%	50%	61%	-	63%	-	*	40%	36%	15%	50%	52%	56%		
# at Meets GL Standard or Above	178	**	107	63	-	5	-	*	53	4	6	4	124	54		
Total Tests (Adjusted)	336	**	215	104	-	8	-	*	132	11	39	8	239	97		
Math Target	46%	31%	40%	59%	45%	82%	50%	54%	36%	40%	23%	44%	47%	45%		
Target Met	Y		Y	N					N		N		Y	Y		
% at Meets GL Standard or Above	47%	20%	45%	49%	-	75%	-	*	34%	36%	18%	25%	48%	46%		
# at Meets GL Standard or Above	159	**	97	51	-	6	-	*	45	4	7	2	114	45		
Total Tests (Adjusted)	337	**	216	104	-	8	-	*	133	11	40	8	240	97		
Total Indicators															10	14
Growth Status																

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continue-ously Enrolled	Non-Continue-ously Enrolled	Total Met	Total Evaluated
ELA/Reading Target	66	62	65	69	67	77	67	68	64	64	59	65	66	67		
Target Met	Y		Y	Y					Y		Y		Y	Y		
Academic Growth Score	80	*	76	85	-	92	-	*	76	100	75	*	79	82		
Growth Points	181.5	*	114.5	57	-	5.5	-	*	69.5	8	21	*	128.5	53		
Total Tests	228	*	150	67	-	6	-	*	91	8	28	*	163	65		
Math Target	71	67	69	74	71	86	74	73	68	68	61	70	71	70		
Target Met	Y		Y	Y					Y		Y		Y	Y		
Academic Growth Score	83	*	82	84	-	100	-	*	80	81	86	*	83	84		
Growth Points	190	*	122.5	56.5	-	6	-	*	73	6.5	24	*	135.5	54.5		
Total Tests	228	*	150	67	-	6	-	*	91	8	28	*	163	65		
Total Indicators															14	14
Graduation Rate Status	***															
Target	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	n/a	n/a	n/a		
Target Met																
2017 % Graduated	-	-	-	-	-	-	-	-	-	-	-					
2018 % Graduated	-	-	-	-	-	-	-	-	-	-	-					
2018 # Graduated	-	-	-	-	-	-	-	-	-	-	-					

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continue-ously Enrolled	Non-Continue-ously Enrolled	Total Met	Total Evaluated
2018 Total in Class	-	-	-	-	-	-	-	-	-	-	-					
Total Indicators																
English Language Proficiency Status																
Target										36%						
Target Met																
TELPAS Progress Rate										64%						
TELPAS Progress										7						
TELPAS Total										11						
Total Indicators																
Student Success Status																
Target	47	36	41	58	46	73	48	55	38	37	23	43	48	45		
Target Met	Y		Y	Y					Y	Y	Y		Y	Y		
STAAR Component Score	54	31	51	58	-	76	-	67	46	54	25	42	53	54		
% at Approaches GL Standard or Above	83%	79%	81%	87%	-	95%	-	90%	77%	87%	48%	68%	83%	83%		
% at Meets GL Standard or Above	52%	14%	49%	56%	-	73%	-	70%	41%	47%	21%	42%	51%	53%		
% at Masters GL Standard	26%	0%	24%	31%	-	59%	-	40%	19%	27%	7%	16%	26%	27%		

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continue-ously Enrolled	Non-Continue-ously Enrolled	Total Met	Total Evaluated
Total Tests	911	14	587	278	-	22	-	10	358	30	107	19	644	267		
Total Indicators															8	8
School Quality Status																
Target	47%	31%	41%	58%	42%	76%	39%	53%	39%	30%	27%	43%	50%	31%		
Target Met %																
Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
# Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Total Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Total Indicators																
Participation																
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		
ELA/Reading																
% Participation	99%	100%	99%	100%	-	100%	-	100%	99%	100%	98%	100%	99%	100%		
# Participants	341	5	217	106	-	8	-	5	134	11	41	8	242	99		
Total Tests	343	5	219	106	-	8	-	5	136	11	42	8	244	99		
Mathematics																
% Participation	100%	100%	100%	100%	-	100%	-	100%	99%	100%	100%	100%	100%	100%		

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continue-ously Enrolled	Non-Continue-ously Enrolled	Total Met	Total Evaluated
# Participants	342	5	218	106	-	8	-	5	135	11	42	8	243	99		
Total Tests	343	5	219	106	-	8	-	5	136	11	42	8	244	99		

Buice missed targets in the following achievement areas: special ed reading, white, eco dis, and special ed math

Buice met all targets in growth and student success

https://docs.google.com/document/d/1Bdw3mfNtnWcTEqldx9mQd-siTjWTYDLKs8HHQfIioDs/edit?usp=sharing

2018 Accountability Report Card

*What **MIGHT** it look like for an Elementary School?*

Enter Name of Campus	Buice
Campus Type	Elementary School
Enter % EcoDis - Fall 2017 Snapshot	41.0

	Raw Score	Enter Scale Score*	Word Rating	Letter Grade *[What If?]*	Overall Grade Components		Weight	Total
Domain I - Student Achievement	48	76	Met Std	C	Best Scale Score: Domain I, Domain II-Part A or Domain II-Part B	76	70%	53.2
Domain II - School Progress [Overall Scale Score is the BETTER of Part A or Part B]		66	Met Std	D				
Part A - Academic Growth	64	60	Met Std	D				
Part B - Relative Performance	48	66	Met Std	D				
Domain III - Closing the Gaps	40	66	Met Std	D	Domain III Scale Score	66	30%	19.8
cademic Achievement (%age of Indicators Met)	30							

Academic Growth (%age of Indicators Met)	50
EL Proficiency (%age of Indicators Met)	
Student Success (%age of Indicators Met)	60

Overall Score	73
Overall Word Rating	Met Std
Overall Letter Grade *[What If?]*	C

** To find the Scale Score applicable to each Raw Score, click on the link below and select Accountability Ratings Scaled Score Conversion Tool*

https://tea.texas.gov/2018scalingresources.aspx

2020 Release report card

Student Achievement Strengths

We were successful in overall student growth and saw large improvements in all 5th grade content areas.

A distinction was earned in student growth and in Science.

82% of all tests were passed by Buice students- the highest in school history. Buice is averaging a 5% increase every year.

We showed an increase in both meets and masters percentages with 51% reaching meets status, and 26% reaching masters status.

We showed growth in domain I from STAAR 2019 to our district benchmark in 2020 by going from a 72 to a 76.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): Buice missed four achievement targets in Domain 3- special ed reading, white math, economically disadvantaged math, and special ed math. **Root Cause:** Campus is in need of continued training in the rigor/relevance framework.

Problem Statement 2 (Prioritized): Buice scored a "B" in overall accountability **Root Cause:** Lack of systemic personalized professional development opportunities.

Problem Statement 3 (Prioritized): 59% of kindergarten and first grade students were reading at the "tier 1 level" in March 2020 as measured by istation. **Root Cause:** Insufficient exposure to grade level text, and school closure for the last 2 months of school.

Problem Statement 4 (Prioritized): Students are not meeting the campus target of 45% Mastering grade level assessments. **Root Cause:** Lack of training on how to differentiate to the highest learner.

Problem Statement 5 (Prioritized): White students at Buice are drastically under-performing other white students across the state of Texas. They fell 10 points below the target in math **Root Cause:** White students are typically our highest achieving population. We need to move our focus from percent passing to percent meets and masters

Problem Statement 6 (Prioritized): Special education students are not meeting achievement targets in Domain 3 in any area. **Root Cause:** Campus is in need of continued training in rigor/relevance, as well as differentiation to all level learners.

School Culture and Climate

School Culture and Climate Summary

We take great pride in our climate and culture for students, staff, and parents. We have a lower turnover rate, compared with other schools within our community. We consistently promote celebration, one of our core beliefs, through morning assembly celebrating students and staff members. We have campus wide-expectations through CHAMPS/PBIS.

Buice will implement best practices adopted by ECISD and will be devoted to best practices to create lifelong learners both in and outside of the classroom. We are focused on individual student growth and put the needs of students first. Our staff is willing to do "whatever it takes" to help our students be successful and willingly hold after school tutorials to help support this growth.

Mission:**To excite and inspire curiosity through literacy and innovative learning**

Vision: **Creating a community of unlimited opportunities for all.**

Values:

Innovate.

Collaborate.

Celebrate.

There were 76 discipline referrals at the campus in 2019-2020. 90% of them came from PE, recess, and the school bus.

STAFF EXPECTATIONS

1. Uplift those around you.
2. Take risks- this is new for all of us.
3. Realize you are part of a revolution- contribute.
4. See the potential in every child.

5. Create “magic.”
6. Teach to the brightest student and hold all kids to that expectation. If a child learns differently, do not lower your expectations. Rather, teach them differently.
7. Choose to be happy.
8. Be consistent with consequences.
9. Pursue a bond with every child.
10. Maintain professional dress.
11. Put laughter in our building and enjoy the company of one another.
12. Accept criticism and learn from it.
13. Never threaten a student with “I’m going to tell Ms. Rickman/Ms. Shefchik” it takes away your authority.
14. Keep your promises to your students. Find a way to make it happen.
15. Inspire work ethic in our learners.
16. Show respect in meetings. Do not open wrappers, dominate the conversation, or use your phone. Track the speaker in the same way we expect your learners to.
17. Greet everyone as if they are old friends.
18. Stand up to greet guests.
19. Take guests where they need to go, don’t just tell them.
20. Memorize the names of your students and their parents.
21. Defend the honor of our staff and students.
22. Pick up things that do not belong and encourage students to do the same.
23. Find the time to do more than is what is expected of you.
24. Answer calls, texts, and emails ASAP.
25. Offer to help others with their assignments, especially when you can see someone is overwhelmed.
26. Communicate with parents early and often.
27. TRY before you complain.
28. Embrace change and uncharted territory.
29. Be on time for all duties.
30. Complete all paperwork on time. If you need help, ask for it.
31. Keep students first. We have dedicated our lives to this profession and we are trusted by our community with their most precious resource…their children.

Staff Expectations for Instruction:

1. Smile and be happy
2. Create energy in the classroom. Use your hands and eye contact to your advantage.
3. Create a sense of urgency and maximize time on task
4. Be excited to be there and show students the passion you have for teaching and learning.
5. Expect your students to track the speaker and nod when appropriate.
6. Encourage students to cheer for one another.
7. Ask “how” and “why” often.
8. Incorporate movement (even if it is only for 5 seconds) at least every 5-10 minutes.
9. Over plan your lessons so you never run out of activities.
10. When a student doesn’t know an answer, do not simply call on another student.
11. Always have your students in view.
12. Try to incorporate music.
13. Try to incorporate technology.
14. Show examples of what excellence looks like- the more familiar a student is with the expectation, the more likely they are to reach it.
15. Never lower your standards.
16. Teach students to love reading and challenge yourself to become familiar with the books they enjoy.
17. Actively participate in Bison Book Time and help make Buice become a community of readers.
18. Implement CHAMPS with fidelity.
19. Prepare lessons that inspire students to be curious.
20. Collaborate with your colleagues.
21. Work with your team to create lessons that keep students up at night anticipating a great day at school.

School Culture and Climate Strengths

Buice averages around 70% parent participation at major school events. We have over 1,750 followers on social media. We had over 85% of our parents register online within the first week of registration this summer. We have a large VIPS program with more than 20 VIPS who were actively engaged on campus weekly before closure in March.

All of the Panorama survey results showed an increase in favorable responses since the last survey in 2017.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1 (Prioritized): Campus had 76 referrals in 2019-2020 **Root Cause:** Lack of CHAMPS/PBIS implementation on the bus, in PE and on the playground.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Hiring HQ teachers is challenging and could not be achieved in 2015 and 2019. In 2016 and 2017, HQ status was achieved through recruitment at the campus level including: job fairs, college board postings, regional center postings, and social media.

In 2019, the campus experienced a 25% turn over rate.

Exit surveys point to lack of available and affordable housing options in this community.

In 2020, the campus experienced a 12% turnover rate. The exit surveys pointed to job promotions within the district.

https://docs.google.com/document/d/1QcH9brfuJHdbaSsQE_nSFexB_1AEk8ZfIQl-8uoDd8U/edit?usp=sharing

Information for Comprehensive Needs Assessment for Campus 133-Buice Elementary

EMPLOYEES			
	Administrators (Principals/Asst. Prin)	Teachers	Instructional Paraprofessionals (Aides)
14/15			
15/16	1	37	3
16/17	2	38	4
17/18	2	40	4
18/19	2	40	5
19/20	2	41	5

EMPLOYEE RETENTION PERCENTAGES			
% Remained From Year To Year	Administrators (Principals/Asst. Prin)	Teachers	Instructional Paraprofessionals (Aides)
14/15 to 15/16			
15/16 to 16/17	100.00%	78.38%	100.00%
16/17 to 17/18	100.00%	65.79%	75.00%
17/18 to 18/19	100.00%	75.00%	60.00%
18/19 to 19/20	50.00%	85.00%	40.00%

TEACHER EXPERIENCE					
Total Professional Any District	Percent with 0 Years	Percent with 1-5 Years	Percent with 6 -10 Years	Percent with > 10 Years	Percent of Teachers W/Masters Degree
14/15					
15/16	8.11%	35.14%	10.81%	45.95%	21.62%
16/17	0.00%	47.37%	7.89%	44.74%	23.68%
17/18	0.00%	40.00%	22.50%	37.50%	20.00%
18/19	0.00%	30.00%	22.50%	47.50%	20.00%
19/20	2.44%	26.83%	24.39%	46.34%	17.07%

** Data for each school year is from the Fall PEIMS Data*

Staff Quality, Recruitment, and Retention Strengths

We have only 3 first year teachers going into the 2020-2021 school year. We are still carrying 2 vacancies, (PE and 4th grade)

Our retention rate is up from previous years. We were at 75% in 2019 and are up to 88% in 2020.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1 (Prioritized): Teacher retention continues to be a struggle (88% retention in 2019-2020) **Root Cause:** lack of affordable housing/ teacher shortage/ teachers taking promotions and leaving the classroom

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

TEKS Resource System has been our curriculum for 5 years. Buice is fully implementing this curriculum in all subject areas except PE and music. We have also implemented HMH ELAR for the last year in our curriculum for ELAR in all grade levels. In addition, tutoring, balanced literacy, guided math, dyslexia interventions, SPED services, and iStation, and Imagine math are used. Beginning the next school year, we will be using Imagine Reading and Math. Supplemental materials as well as new textbooks are provided to teachers as resources to use along with the scope and sequence are provided. Technology in each classroom makes it possible for our students to utilize these programs and they are provided with the opportunity for hands on learning. In the coming year, all students will have a device checked out to them to use at school and at home. Classroom teachers, tutors, special area teachers, SPED teachers, and the dyslexia teacher support the programs and interventions allotted to provide our students with the best education possible. STAAR, Cogat, Nagleri, released tests, Imagine math/reading, and unit assessments allow teachers to utilize data to pinpoint interventions that need to be used for individual students. 4th-5th grade students are taught AVID strategies that will carry on to Middle School. GT students are served by an on campus GT teacher.

Daily Bison Book Time to enforce self selected independent reading for our learners.

Buice will ensure that all students are receiving the tutoring and intervention needed to make growth. K- 5th grade teachers are using Imagine math and reading and Study Island to help close the achievement gap. PLC's occur each week so teachers can look at data and discuss best practices. After school clubs are set up to provide enrichment to our students.

Curriculum, Instruction, and Assessment Strengths

Unit assessments are 100% aligned to STAAR.

Interventions and tutorials are foundational to our school. We are running small group interventions nearly all day to ensure targeted intervention to ALL students is provided.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): Teacher PD is minimal **Root Cause:** Not enough funding available

Problem Statement 2 (Prioritized): Campus did not meet targets/expectations in certain sub populations. (special education students in math and reading, white students in math) **Root Cause:** Lack of funding for PD

Parent and Community Engagement

Parent and Community Engagement Summary

70% parental involvement is averaged on the campus

Campus calendar is set at the start of the year so families can protect school events in their schedule.

PTA has grown from 300-500 members

https://docs.google.com/document/d/1o479s2_Tz_-VHSFv7fNbF1UQ3wjWiHz1i3yJMrTdmo8/edit?usp=sharing

Dr. Lee Buice Elementary

2020-2021 School Calendar

August

- 10th-Meet the teacher
  5:00- A-M
  5:45- N-Z
- 12th- First day of school
- 14th- all beginning of year student paperwork due

September

- 7th - Labor Day- no school
- 15th- Dot Day

October

- 1st- Open House
- 2nd- National Custodial Workers Day
- 4th- Dyslexia Awareness (wear red)
- 12th – No school for students (Columbus Day)
- 26th-30th- Red Ribbon Week

November

- 1st- PTA-National Bison Day
- 11th-15th- Book Fair (online) Dates TBD
- 13th- National Pickle Day! (Bring $1 for a pickle at lunch)
- 23rd -24th- COVID-19 make-up days
- 25th- 27th- Thanksgiving break

December

- 17th- Class party day
- 17th - Pajama day ($2)
- 18th- No school for students
- 21st-Jan 1th- Christmas break (no school for students)

January

- 4th- First day back for students
- 18th- MLK Day- No school for students
- 15th- Awards

February

- 10th and 11th Valentine gram fundraiser sale
- 11th- Valentine's Dance (3rd-5th) *Subject to change or cancelation
- 12th- Valentine Party day
- 15th- Bad Weather Day/COVID-19 make-up day
- 23rd – Positive Post-It Day

March

- 2nd - Happy Birthday Dr. Seuss!
- 8th- 12th- Spring Break (no school)
- 20th- Downs Syndrome Awareness (wear fun socks)
- 30th- April 3rd- Book Fair- Online (DATES TBA)

April

- Book Fair- DATES TBA
- 1st- Autism awareness (wear blue)
- 2nd-Good Friday – No school
- 6th- 9th STAAR testing window
- - DEAR Day/Jungle Patrol- dates TBD
- 21st - Administrative Professionals Day
- 23rd -Bad Weather Day/COVID- 19 make-up day

May

- 7th Lunch Hero Appreciation
- 3rd- 7th Teacher Appreciation Week
- 4th-14th- STAAR window
- 12th- Nurses Day
- 17th- Talent show (virtual?)
- 21st- field day
- 24th- field day
- 25th- field day
- 26th – Class party day/Bison Bonanza
- 27th- Awards
- 27th- Last day of school

All dates/activities subject to change due to COVID-19 restrictions

Innovate. Collaborate. Celebrate.

Dr. Lee Buice Elementary School

Compact- 2019/2020

Ector County ISD recognizes that our students must possess many skills to be successful leaders of tomorrow. Our citizens must be innovative problem solvers, self-reliant, and literate. Additionally, we recognize the need for us all to have a mutual understanding and respect for one another and our differences in ensuring that our students maximize their potential. In accordance with PL 107-110 Section 1116 (d), this compact outlines how parents/ families, school staff and students share responsibility for improved student academic achievement. Furthermore, the actions outlined in this compact address how the school, parents/ families, & students will build & develop a partnership to achieve academic success toward our state's high academic standards.

ACTIONS TO BE TAKEN BY THE STUDENT:
I will do my best to:

____Attend class daily, on time and be prepared to learn
____Pay attention during class

____ Complete work on time
____Listen to and follow directions

____Turn in all assignments
____Come to class with needed materials

____Apply skills already learned
____Participate in class discussions

____Use assignment sheet
____Use time productively

____Ask questions to make sure I understand
____Practice math facts 15 minutes a day

____Work cooperatively with others

____Read 15-20 minutes a day

____Monitor my grades
____Follow classroom & school rules & expectations

____ Study for tests

____Put forth my best effort

Other: _____

Student Signature:_____

ACTIONS TO BE TAKEN BY THE TEACHER:
I will do my best to:

____Provide a high quality curriculum that ensures student success to meet the state's academic achievement standards (PL107-110 Section 1118 (d)(1))
____Provide a safe and caring learning environment (PL 107-110 Section 1118 (d)(1))

____Communicate with students and parents regarding the student's progress on a regular basis (PL 107-110 Section 1118 (d)(2))

____Provide suggestions with ways parents can help their child at home (PL 107-110 Section 1118 (d)(2))

____Conference with each parent annually in elementary schools to discuss this compact as it relates to student's achievement: (PL 107-110 Section 1118 (d)(2)(B)
____Provide support when a student is struggling through using:

____different instructional strategies to meet child's learning needs

____individualized lessons when needed

____computer time for skills development

____supplementary instructional materials

____tutoring &/or small group learning opportunities

____Provide progress reports at the following intervals to parents: 3 weeks

____Be accessible to parents to discuss child's progress during teacher conference hours as established, through email correspondence or phone conference at established times.

Other: _____

Teacher's Signature:_____

ACTIONS TO BE TAKEN BY THE PARENT: (PL 107-110 Section 1118 (d)(1))
I will do my best to:

____Monitor my child's attendance

____Ensure my child has completed homework
____Provide study area and study time

____Provide homework assistance
____Monitor TV and phone use

____Provide positive reinforcement
____Attend parent/teacher conferences

____ Encourage good attendance

____ Help your student grow to be of good moral character
____ Have positive daily communication with child

____Volunteer at child's school through VIP's, PTA, etc.

____Provide set bedtime for adequate sleep

____Have my child at school on time

____Communicate concerns with teacher as needed

____Monitor my child's academic performance

____ Practice math facts with child daily

____Read with my child daily
____Myself or a loved one will eat lunch with my child at school

____Check assignment sheet daily

____ Participate in classroom activities as agreed by teacher and parent

Other: _____

Parent Signature: _____

THANK YOU FOR YOUR COMMITMENT TO OUR PARTNERSHIP

Ector County ISD does not discriminate on the basis of gender, age, race, nationality, religion, disability, socioeconomic standing or non-proficiency in English language skills in providing educational services for students' benefits.

Parent and Community Engagement Strengths

There are multiple opportunities for family/student participation.

Families responded with a 98% favorable response toward campus communication. The school utilizes Blackboard (text, emails, and phone calls) as well as multiple social media accounts and memos to actively communicate with parents. The school utilizes the Buice facebook page to communicate as well and has over 1,750 followers at this time.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): Parent meetings and parent participation with student virtual work reflect that about 30% of our parents are not actively involved with completing school work on a regular basis. **Root Cause:** There is a need for more specific training on how to work with their child.

School Context and Organization

School Context and Organization Summary

The staff at Buice Elementary works together to meet the needs of every student on our campus. The campus supports teachers by providing professional development and resources that we can afford. Teachers are involved in campus decision making through committees, PLC meetings and faculty meetings. Our CIT is active and utilized to make campus decisions in all areas including culture activities, clubs, Bison Book Time etc. We also create a schedule so that tutoring can take place Mon-Thursday in every grade level. All teachers are involved in creating intervention plans for students in their grade level.

The school is composed of one Principal, one Assistant Principal, one Library Media Specialist, and one counselor that works on the school's leadership team.

PLC Schedule

8:00-8:45	5th grade
8:50-9:35	3rd grade
9:40-10:25	4th grade
10:30-11:15	2nd grade
10:30-11:15	2nd grade
1:00-1:45	Kindergarten
1:50-2:35	1st grade

8:00-8:45	5th grade

School Context and Organization Strengths

There is a clear organization chart and hierarchy for campus support. There is an extreme focus on individual student growth through tutoring 4 days per week, RTI, student clubs.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1 (Prioritized): Parent meetings reflect that about 30% of our parents are not actively involved with completing school work on a regular basis during face-to-face learning. We had about 10% of parents not engaged during virtual learning during closure in the spring. **Root Cause:** This population of families may need more specific training on how to work with their child at home.

Problem Statement 2: We have a large staff and student population and need more admin/leadership team members for DDI and observation feedback. **Root Cause:** No Instructional specialist or reading coach on campus

Technology

Technology Summary

All classrooms are outfitted with an interactive projector, document camera, and access to a class set of laptops/iPads to be shared among the grade level. The campus also has a computer lab. Teachers use technology (as a whole) at the Augmentation and Modification levels of the SAMR model. Our 3rd, 4th, and 5th grade students use Google Classroom as the primary tool to facilitate learning. As a campus, it is very common to see students as creators rather than consumers of technology and information.

Beginning the 20-21 school year, all students will have a device checked out to them. K-2 teachers will be using SeeSaw as a virtual platform, 3-5 teachers will use Google Classroom as a virtual platform. Teachers and students will be working in a mixed environment of virtual and face-to-face learning. Students and teachers will have the knowledge and skills to go from face-to-face teaching and learning, to virtual teaching and learning at a moment's notice. Teachers are being provided PD to get them ready to use these and other virtual platforms daily in their instructional practice. We have about 30% of our students learning completely remotely. We are waiting to get the rest of our devices so that we can be at 1:1 for all. We have our library media specialist leading our device check-out, assistance with technology resources and digital literacy.

Technology Strengths

Teachers are exploring different technological avenues to improve learning on a daily basis. Students will have one-to-one technology this year. Students and teachers are working to be both face-to-face and virtual teachers and learners!

Problem Statements Identifying Technology Needs

Problem Statement 1 (Prioritized): Teachers and students need additional training on using virtual platforms due to the COVID crisis. **Root Cause:** Lack of time to prepare and train.

Problem Statement 2: We have a need for more devices and for to get all of our areas set up with wifi so that we can utilize all of our spaces for student learning. **Root Cause:** No wifi in portables at this time

Priority Problem Statements

Problem Statement 1: Buice missed four achievement targets in Domain 3- special ed reading, white math, economically disadvantaged math, and special ed math.

Root Cause 1: Campus is in need of continued training in the rigor/relevance framework.

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: Buice scored a "B" in overall accountability

Root Cause 2: Lack of systemic personalized professional development opportunities.

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: 59% of kindergarten and first grade students were reading at the "tier 1 level" in March 2020 as measured by istation.

Root Cause 3: Insufficient exposure to grade level text, and school closure for the last 2 months of school.

Problem Statement 3 Areas: Student Achievement

Problem Statement 4: Students are not meeting the campus target of 45% Mastering grade level assessments.

Root Cause 4: Lack of training on how to differentiate to the highest learner.

Problem Statement 4 Areas: Student Achievement

Problem Statement 5: White students at Buice are drastically under-performing other white students across the state of Texas. They fell 10 points below the target in math

Root Cause 5: White students are typically our highest achieving population. We need to move our focus from percent passing to percent meets and masters

Problem Statement 5 Areas: Student Achievement

Problem Statement 6: Special education students are not meeting achievement targets in Domain 3 in any area.

Root Cause 6: Campus is in need of continued training in rigor/relevance, as well as differentiation to all level learners.

Problem Statement 6 Areas: Student Achievement

Problem Statement 7: Campus had 76 referrals in 2019-2020

Root Cause 7: Lack of CHAMPS/PBIS implementation on the bus, in PE and on the playground.

Problem Statement 7 Areas: School Culture and Climate

Problem Statement 8: Teacher retention continues to be a struggle (88% retention in 2019-2020)

Root Cause 8: lack of affordable housing/ teacher shortage/ teachers taking promotions and leaving the classroom

Problem Statement 8 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 9: Teacher PD is minimal

Root Cause 9: Not enough funding available

Problem Statement 9 Areas: Curriculum, Instruction, and Assessment

Problem Statement 10: Campus did not meet targets/expectations in certain sub populations. (special education students in math and reading, white students in math)

Root Cause 10: Lack of funding for PD

Problem Statement 10 Areas: Curriculum, Instruction, and Assessment

Problem Statement 11: Parent meetings and parent participation with student virtual work reflect that about 30% of our parents are not actively involved

with completing school work on a regular basis.

Root Cause 11: There is a need for more specific training on how to work with their child.

Problem Statement 11 Areas: Parent and Community Engagement

Problem Statement 12: Parent meetings reflect that about 30% of our parents are not actively involved with completing school work on a regular basis during face-to-face learning. We had about 10% of parents not engaged during virtual learning during closure in the spring.

Root Cause 12: This population of families may need more specific training on how to work with their child at home.

Problem Statement 12 Areas: School Context and Organization

Problem Statement 13: Teachers and students need additional training on using virtual platforms due to the COVID crisis.

Root Cause 13: Lack of time to prepare and train.

Problem Statement 13 Areas: Technology

Goals

Goal 1: Foundational Excellence: Buice Elementary will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 1: Buice student attendance rate will increase by 1% from March 2020 to May 2021.

Evaluation Data Sources: District/campus attendance reports

Summative Evaluation: None

Strategy 1: Buice will provide individualized support for students that includes interventions and rewards, as well as, consequences to help improve attendance.

Strategy's Expected Result/Impact: Increase in attendance rates, and fewer contracts for attendance will be needed.

Staff Responsible for Monitoring: Teacher/counselor/admin

Title I Schoolwide Elements: 2.5, 2.6

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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Strategy 2: Attendance contracts will be done on all students reaching the 90% or less threshold on absences. (students learning remotely will still be counted as present)

Strategy's Expected Result/Impact: Increase in attendance rates and fewer contracts for attendance will be needed, especially since students can still be in attendance while learning remotely

Staff Responsible for Monitoring: Counselor/attendance clerk/teacher admin

Title I Schoolwide Elements: 2.6

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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Strategy 3: Attendance incentive will continue this year. Award for best attendance rate will be given every two weeks in k-2 and 3-5. The class with the highest attendance rate will get to have a sign on their door with the Buice attendance hero on it and will be posted on the website/social media page.

Strategy's Expected Result/Impact: improved attendance

Staff Responsible for Monitoring: counselor/admin

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2: Provide the environment conducive to all educational needs in conjunction with the development of a Long-Range Facilities Plan that will move the District forward in the future.

Evaluation Data Sources: Student culture and academic success

Summative Evaluation: None

Strategy 1: Implement free feeding to all elementary students.

Strategy's Expected Result/Impact: None

Staff Responsible for Monitoring: district/campus administration

Title I Schoolwide Elements: 2.5, 2.6

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3: Buice Elementary School will embed technology for anytime, anywhere teaching and learning.

Evaluation Data Sources: inventory of student technology and check out for those learning remotely

Summative Evaluation: None

Strategy 1: Use technology resources that will enable students, teachers and leaders to implement and monitor personalized learning for all.

Strategy's Expected Result/Impact: Students will be able to continue learning from the classroom, or remotely at any time or place.

Staff Responsible for Monitoring: Administration/teachers

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: None

ESF Levers: None

Problem Statements:
Technology 1

Funding Sources:
SeeSaw premium package Title One School-wide $1,800

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 No Progress Accomplished Continue/Modify Discontinue

Technology

Problem Statement 1: Teachers and students need additional training on using virtual platforms due to the COVID crisis. **Root Cause:** Lack of time to prepare and train.

Performance Objective 4: Buice Elementary school will develop the adult collective understanding and shared vision of Social Emotional Learning (SEL) that creates systemic change where SEL can thrive.

Evaluation Data Sources: students will be successful and healthy including social and emotional needs

Summative Evaluation: None

Strategy 1: Staff will engage in professional learning about SEL research and practice.

Strategy's Expected Result/Impact: Students who are healthy socially, emotionally, as well as academically successful

Staff Responsible for Monitoring: counselor/admin/teacher

Title I Schoolwide Elements: 2.5

TEA Priorities: None

ESF Levers: None

Problem Statements:
School Culture and Climate 1

Funding Sources:
None

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Mar	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

School Culture and Climate

Problem Statement 1: Campus had 76 referrals in 2019-2020 **Root Cause:** Lack of CHAMPS/PBIS implementation on the bus, in PE and on the playground.

Performance Objective 5: Buice Elementary will provide a safe and supportive learning environment.

Evaluation Data Sources: training sign-ins, training documents, documentation of counseling lessons

Summative Evaluation: None

Strategy 1: Awareness training for staff, students and parents will be provided in the area of sexual abuse and other maltreatment of children. All new staff will be trained during required new employee training on Darkness to Light, /Stewards of Child prevention program. Counselors will train all staff during on-campus professional development on prevention and reporting requirements. Required child abuse awareness posters for students will be displayed on all campuses.

Strategy's Expected Result/Impact: Staff will be prepared to address all student needs in this area, and will know the protocol and procedures for reporting and referring.

Staff Responsible for Monitoring: Counselor/teachers/admin

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

Formative
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Strategy 2: All School and SAS counselors will be trained yearly in ECISD crisis response procedures. All campus staff will be trained yearly during campus professional development concerning ECISD suicide prevention response procedures

Strategy's Expected Result/Impact: Awareness of staff on procedures and processes for identifying and intervening in crisis situations

Staff Responsible for Monitoring: teachers/counselor/admin

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

Formative
Oct
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Strategy 3: Teacher discipline management programs will be evaluated for alignment to CHAMPS/ PBIS.

Strategy's Expected Result/Impact: School-wide implementation of CHAMPS and fewer discipline issues/referrals

Staff Responsible for Monitoring: teachers/admin

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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May

Strategy 4: Safety drills will be done periodically and any issues will be reviewed and fixed.

Strategy's Expected Result/Impact: Staff and students will be prepared in the event of an emergency.

Staff Responsible for Monitoring: Admin

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

Formative
Oct
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Summative
May

Strategy 5: All staff will be trained in the emergency response program SRP in order to be prepared to react in any emergency including, lockdown, lock out and fire or weather hazard.

Strategy's Expected Result/Impact: Staff and students will be prepared for any emergency situation.

Staff Responsible for Monitoring: Admin

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

Formative
Oct
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May

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 6: Buice Elementary will establish and maintain strong partnerships with parents, the community, businesses, and local partnerships

Strategy 1: Actively seek out community members to serve on the Buice CIT

Strategy's Expected Result/Impact: Increased community voice/input on campus decisions

Staff Responsible for Monitoring: None

Title I Schoolwide Elements: 3.2

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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Oct
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May

Strategy 2: Buice will continue to encourage families and community members to follow our Facebook page to provide input and be more involved. We currently have 1,744 likes, and our goal is to reach 2,000 likes by the end of the school year.

Strategy's Expected Result/Impact: More positive involvement from families and community members.

Staff Responsible for Monitoring: Admin

Title I Schoolwide Elements: 3.2

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

Formative
Oct
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May

Strategy 3: Teachers will have at least two parent/teachers conferences either by phone/zoom or in person that will include parent/school involvement, as well as student achievement specific to each individual student. Teachers will utilize a student progress folder throughout the year.

Strategy's Expected Result/Impact: More positive involvement from families

Staff Responsible for Monitoring: Admin/teachers

Title I Schoolwide Elements: 3.1

TEA Priorities: None

ESF Levers: None

Problem Statements:
Parent and Community Engagement 1
School Context and Organization 1

Funding Sources:
Title One School-wide $500

Formative
Oct
Jan
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Summative
May

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Parent and Community Engagement

Problem Statement 1: Parent meetings and parent participation with student virtual work reflect that about 30% of our parents are not actively involved with completing school work on a regular basis. **Root Cause:** There is a need for more specific training on how to work with their child.

School Context and Organization

Problem Statement 1: Parent meetings reflect that about 30% of our parents are not actively involved with completing school work on a regular basis during face-to-face learning. We had about 10% of parents not engaged during virtual learning during closure in the spring. **Root Cause:** This population of families may need more specific training on how to work with their child at home.

Goal 2: Invest in Talent: Buice Elementary will recruit, develop and retain highly-effective individuals who are invested in looking at tomorrow to inform their practices today.

Performance Objective 1: The campus teacher turnover rate will decrease from 12% to 5% in 2020-2021

Evaluation Data Sources: TAPR
System Data
Exit survey data

Summative Evaluation: None

Strategy 1: Utilize culture building strategies such as celebrating teacher successes often using staff brags on newsletter and social media, having birthday luncheons monthly, and recognizing teacher successes.

Strategy's Expected Result/Impact: improved teacher retention

Staff Responsible for Monitoring: Admin/sunshine committee

Title I Schoolwide Elements: None

TEA Priorities: None

ESF Levers: None

Problem Statements: None

Funding Sources:
None

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May

Strategy 2: Promote and monitor the school wide CHAMPS implementation to ensure good management and positive classroom cultures, which will in turn, increase teacher retention.

Strategy's Expected Result/Impact: improved teacher retention

Staff Responsible for Monitoring: Admin

Title I Schoolwide Elements: None

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction

Problem Statements:
School Culture and Climate 1
Staff Quality, Recruitment, and Retention 1

Funding Sources:
None

Formative
Oct
Jan
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Summative
May

Strategy 3: Campus instructional leaders conduct observation feedback coaching meetings within 48 hours of an observation and include high-leverage, bite-sized, and actionable feedback with opportunities to practice.

Strategy's Expected Result/Impact: This will lead to better instruction and more teacher support, which will improve teacher retention.

Staff Responsible for Monitoring: Admin

Title I Schoolwide Elements: 2.4, 2.5

Problem Statements: None

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

Funding Sources: None

ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction

Formative	Summative
Oct	May
Jan	
Mar	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

School Culture and Climate

Problem Statement 1: Campus had 76 referrals in 2019-2020 **Root Cause:** Lack of CHAMPS/PBIS implementation on the bus, in PE and on the playground.

Staff Quality, Recruitment, and Retention

Problem Statement 1: Teacher retention continues to be a struggle (88% retention in 2019-2020) **Root Cause:** lack of affordable housing/ teacher shortage/ teachers taking promotions and leaving the classroom

Performance Objective 2: In 2020-21, Buice Elementary School will offer a job-embedded, personalized professional learning system for teachers.

Evaluation Data Sources: documentation of walk-throughs, observation feedback meetings, and DDI

Summative Evaluation: None

Strategy 1: Each campus administrator will conduct a minimum of 5 documented walkthroughs and/or observation/feedback meetings per week.

Strategy's Expected Result/Impact: improvement in instruction and teacher support as well as collaboration between teachers and administrators and teachers

Staff Responsible for Monitoring: Admin

Title I Schoolwide Elements: 2.5

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction

Problem Statements: None

Funding Sources: None

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Strategy 2: Each grade level will participate in data driven instruction collaboration meetings with their grade level teams twice per month.

Strategy's Expected Result/Impact: improvement in instruction and learning in the classroom

Staff Responsible for Monitoring: Admin

Title I Schoolwide Elements: 2.4

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction

Problem Statements: Technology 1

Funding Sources: None

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Technology

Problem Statement 1: Teachers and students need additional training on using virtual platforms due to the COVID crisis. **Root Cause:** Lack of time to prepare and train.

Goal 3: Learning Journey: Buice Elementary will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.

Performance Objective 1: The percentage of students reading on grade level in grades K-5 will increase 4% from the BOY MAP to EOY MAP assessment.

Evaluation Data Sources: MAP assessment reports

Summative Evaluation: None

Strategy 1: Students who are struggling will participate in tutoring, RTI and intervention weekly in order to reach grade level potential.

Strategy's Expected Result/Impact: Students will reach grade level potential in reading and math on MAP testing.

Staff Responsible for Monitoring: Teachers/admin

Title I Schoolwide Elements: None

TEA Priorities: None

ESF Levers: None

Problem Statements:
Student Achievement 3

Funding Sources:
None

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Student Achievement

Problem Statement 3: 59% of kindergarten and first grade students were reading at the "tier 1 level" in March 2020 as measured by istation. **Root Cause:** Insufficient exposure to grade level text, and school closure for the last 2 months of school.

Performance Objective 2: Students achieving the Meets Standard on state assessments will increase from 51% to 55% across all tested grade levels and content areas by May 2021.

Evaluation Data Sources: State Accountability

Summative Evaluation: None

Strategy 1: Buice will use formal and informal assessments to identify students who are performing at the approaches level. Using that data we will create small groups to focus on the needs of those students helping them to meet grade level.

Strategy's Expected Result/Impact: Students will demonstrate a 53% meets rate at the 2021 benchmark

Staff Responsible for Monitoring: The progress of the students will be monitored by unit assessments, released STAAR tests

Title I Schoolwide Elements: 2.4

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements: None

Funding Sources: None

Formative
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Strategy 2: Day tutors will be utilized to pull groups of students based on achievement to increase performance from approaches to meets status.

Strategy's Expected Result/Impact: Students will demonstrate a 53% Meets rate at the 2020 benchmark.

Staff Responsible for Monitoring: Small group tutors will monitor progress along with assessment data.

Title I Schoolwide Elements: 2.4, 2.6

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Problem Statements: Student Achievement 1, 2

Funding Sources: Title One School-wide $10,500

Formative
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Strategy 3: Increase white performance by 15 points in the area of math and reading in domain 3 student achievement.

Strategy's Expected Result/Impact: We will see improved scores on the January district benchmark for this sub population

Staff Responsible for Monitoring: Admin

Title I Schoolwide Elements: 2.4

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Problem Statements:
Student Achievement 1, 5
Curriculum, Instruction, and Assessment 2

Funding Sources:
None

Formative
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Summative
May

Strategy 4: Forde and Ferrier and think up books will be utilized for both classroom and small group targeted interventions in 3rd-5th grades.

Strategy's Expected Result/Impact: improved performance on the January benchmark in all sub-populations in math and reading.

Staff Responsible for Monitoring: Admin

Title I Schoolwide Elements: 2.4, 2.5

TEA Priorities: None

ESF Levers: None

Problem Statements:
Student Achievement 2, 5

Funding Sources:
Title One School-wide $1,750

Formative
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Strategy 5: Students will go to Saturday school for 2 to 3 Saturdays in the spring in order to get intervention for STAAR math, reading, and science tests in order to increase the number of students reaching meets and masters status.

Strategy's Expected Result/Impact: improved performance on STAAR meets and masters percentages

Staff Responsible for Monitoring: admin

Title I Schoolwide Elements: 2.4

TEA Priorities: None

ESF Levers: None

Problem Statements:
Student Achievement 2, 4, 5

Funding Sources:
Title One School-wide $2,000

Formative
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May

Strategy 6: Guided reading and guided math will be utilized in all K-5 classrooms

Strategy's Expected Result/Impact: increased knowledge in reading and math in all grade levels

Staff Responsible for Monitoring: admin/walk throughs

Title I Schoolwide Elements: 2.4, 2.5

Problem Statements: None

TEA Priorities: Build a foundation of reading and math

Funding Sources: None

ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Formative
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Strategy 7: Campus instructional leaders use normed tools and processes to conduct observations, capture trends, and track student progress over time.

Strategy's Expected Result/Impact: Improve targeted instruction in intervention groups, and as a result, student achievement on all benchmark assessments

Staff Responsible for Monitoring: Admin

Title I Schoolwide Elements: 2.4

Problem Statements: Student Achievement 6

TEA Priorities: Build a foundation of reading and math

Funding Sources: None

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction

Formative
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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Student Achievement

Problem Statement 1: Buice missed four achievement targets in Domain 3- special ed reading, white math, economically disadvantaged math, and special ed math. **Root Cause:** Campus is in need of continued training in the rigor/relevance framework.

Problem Statement 2: Buice scored a "B" in overall accountability **Root Cause:** Lack of systemic personalized professional development opportunities.

Problem Statement 4: Students are not meeting the campus target of 45% Mastering grade level assessments. **Root Cause:** Lack of training on how to differentiate to the highest learner.

Problem Statement 5: White students at Buice are drastically under-performing other white students across the state of Texas. They fell 10 points below the target in math **Root Cause:** White students are typically our highest achieving population. We need to move our focus from percent passing to percent meets and masters

Problem Statement 6: Special education students are not meeting achievement targets in Domain 3 in any area. **Root Cause:** Campus is in need of continued training in rigor/relevance, as well as differentiation to all level learners.

Curriculum, Instruction, and Assessment

Problem Statement 2: Campus did not meet targets/expectations in certain sub populations. (special education students in math and reading, white students in math) **Root Cause:** Lack of funding for PD

Performance Objective 3: Students achieving the Masters Standard on state assessments will increase from 26% to 30% across all tested grade levels and content areas by May 2021.

Evaluation Data Sources: State Accountability

Summative Evaluation: None

Strategy 1: Buice will use formal and informal assessments to identify students who are performing at the "meets" grade level. Using that data we will create small groups intended to enrich and accelerate the growth of those students leading them to master the grade level content.

Strategy's Expected Result/Impact: A higher percentage of students mastering on the benchmark exams will be the result.

Staff Responsible for Monitoring: Admin/teachers

Title I Schoolwide Elements: 2.5

Problem Statements: None

TEA Priorities: Build a foundation of reading and math

Funding Sources: None

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Formative
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Strategy 2: Increase white performance by 15 points in the area of math and reading in domain 3 student achievement.

Strategy's Expected Result/Impact: Improvement in Domain 3

Staff Responsible for Monitoring: Admin

Title I Schoolwide Elements: None

Problem Statements: Student Achievement 5

TEA Priorities: None

Funding Sources: None

ESF Levers: None

Formative
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Strategy 3: Forde and Ferrier and think up (Mentoring Minds) books will be utilized for both classroom and small group targeted interventions in 3rd-5th grades.

Strategy's Expected Result/Impact: A higher number of students will score in the masters status range on the benchmark assessments in the fall and the district benchmark in January.

Staff Responsible for Monitoring: Admin

Title I Schoolwide Elements: 2.4

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: Lever 5: Effective Instruction

Formative
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Strategy 4: Students will go to Saturday school for 2 to 3 Saturdays in the spring in order to get intervention for STAAR math, reading, and science tests in order to increase the number of students reaching meets and masters status.

Strategy's Expected Result/Impact: increased percentages of meets and masters status on STAAR

Staff Responsible for Monitoring: Admin

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: Build a foundation of reading and math

Funding Sources: None

ESF Levers: Lever 5: Effective Instruction

Formative
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Strategy 5: Guided reading and guided math will be utilized in K-5

Strategy's Expected Result/Impact: increase student knowledge in the areas of math and reading in all grade levels.

Staff Responsible for Monitoring: admin/walkthroughs

Title I Schoolwide Elements: 2.4, 2.5

Problem Statements: None

TEA Priorities: Build a foundation of reading and math

Funding Sources: None

ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction

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Strategy 6: Teacher teams will frequently evaluate student-facing work to identify gaps between student products and the exemplars. These gaps will drive the creation of re-teach plans.

Strategy's Expected Result/Impact: This practice will lead to better instruction, and in turn, higher rates of achievement on all assessments.

Staff Responsible for Monitoring: Admin/teachers

Title I Schoolwide Elements: 2.4

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Student Achievement

Problem Statement 5: White students at Buice are drastically under-performing other white students across the state of Texas. They fell 10 points below the target in math **Root Cause:** White students are typically our highest achieving population. We need to move our focus from percent passing to percent meets and masters

Performance Objective 4: Students achieving the Meets Standard on state assessments in Math will increase in each tested grade level by May 2021.

3rd Grade Math from 36% to 40%
4th Grade Math from 46% to 52%
5th Grade Math from 55% to 60%

Evaluation Data Sources: 2021 State Accountability

Summative Evaluation: None

Strategy 1: We will utilize student assessment data to form tutoring/intervention groups for students to grow to meets status in math by using teacher tutoring, day tutors, and after school tutoring.

Strategy's Expected Result/Impact: Increase on meets percentages in each grade level for math on benchmark assessments, and the January released test.

Staff Responsible for Monitoring: Admin

Title I Schoolwide Elements: 2.4, 2.5

Problem Statements: None

TEA Priorities: Build a foundation of reading and math

Funding Sources: None

ESF Levers: None

Formative
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Strategy 2: Forde and Ferrier and Think-Up (Mentoring Minds) books will be utilized for both classroom and small group targeted interventions in 3rd-5th grades.

Strategy's Expected Result/Impact: Increased performance on 3rd-5th math benchmark assessments

Staff Responsible for Monitoring: Admin

Title I Schoolwide Elements: 2.4

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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Strategy 3: Students will go to Saturday school for 2 to 3 Saturdays in the spring in order to get intervention for STAAR math, reading, and science tests in order to increase the number of students reaching meets and masters status.

Strategy's Expected Result/Impact: An increased percentage of students reaching meets and masters status on all STAAR tests.

Staff Responsible for Monitoring: Admin

Title I Schoolwide Elements: 2.4

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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Strategy 4: Buice will use formal and informal assessments to identify students who are performing at the "approaches" grade level. Using that data we will create small groups intended to enrich and accelerate the growth of those students leading them to perform at the "meets" grade level content.

Strategy's Expected Result/Impact: Increase number of students reaching meets status on the math benchmark assessments

Staff Responsible for Monitoring: Teachers/admin

Title I Schoolwide Elements: 2.4

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

Formative
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Strategy 5: Guided math will be utilized in all grade levels.

Strategy's Expected Result/Impact: Increased performance and student knowledge in math in all grade levels

Staff Responsible for Monitoring: admin/walkthroughs

Title I Schoolwide Elements: 2.4

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

Formative
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May

Strategy 6: Teachers will utilize TEKS target in math daily.

Strategy's Expected Result/Impact: Increase in knowledge and retention in math for all students K-5.

Staff Responsible for Monitoring: Admin

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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Strategy 7: Teachers in grades 2-5 will utilize the Reflex math computer program.

Strategy's Expected Result/Impact: Increase in math fact fluency for all students K-5, which will in turn increase performance on benchmark math assessments and released tests.

Staff Responsible for Monitoring: Admin

Title I Schoolwide Elements: 2.4, 2.5

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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Strategy 8: Teachers will participate in PLC's weekly, which will include data studies and strategies for data driven instruction.

Strategy's Expected Result/Impact: Consistent, data driven instruction in classrooms and in tutoring, resulting in an increase in scores on benchmark assessments.

Staff Responsible for Monitoring: Admin

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 5: Students achieving the Meets Standard on state assessments in Science will increase by 5% by May 2021. 5th Science from 66% to 70%.

Evaluation Data Sources: 2021 State Accountability

Summative Evaluation: None

Strategy 1: Students will go to Saturday school for 2 to 3 Saturdays in the spring in order to get intervention for STAAR math, reading, and science tests in order to increase the number of students reaching meets and masters status.

Strategy's Expected Result/Impact: increased percentage of students reaching meets and masters on benchmark assessments and STAAR.

Staff Responsible for Monitoring: Admin

Title I Schoolwide Elements: 2.4

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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Strategy 2: Buice will use formal and informal assessments to identify students who are performing at the "approaches" grade level. Using that data we will create small groups intended to enrich and accelerate the growth of those students leading them to perform at "meets status" on the grade level content.

Strategy's Expected Result/Impact: Increased performance on the benchmark assessments and STAAR test

Staff Responsible for Monitoring: Admin

Title I Schoolwide Elements: 2.4

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers

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No Progress Accomplished Continue/Modify Discontinue

Performance Objective 6: Buice retention rates will be 0.1% below state average in all grade levels K-5 by 2021.

Evaluation Data Sources: District PEIMS Retention Report

Summative Evaluation: None

Strategy 1: RTI will be utilized for all students falling below grade level to fill gaps

Strategy's Expected Result/Impact: students will close gaps and perform on grade level

Staff Responsible for Monitoring: Teachers/Admin

Title I Schoolwide Elements: 2.4

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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Strategy 2: Tutoring will be in place in every grade level Monday-Thursday for a minimum of 30 minutes in small group settings

Strategy's Expected Result/Impact: Increase in students who are on grade level in math and reading

Staff Responsible for Monitoring: Admin

Title I Schoolwide Elements: 2.4, 2.5

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction

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Strategy 3: Day tutors will be hired and in place from September-April to pull small groups K-5 to do targeted intervention.

Strategy's Expected Result/Impact: Improvement in overall achievement in reading and math

Staff Responsible for Monitoring: Admin

Title I Schoolwide Elements: 2.4, 2.5

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

Formative
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Strategy 4: RTI lab will run for all students in RTI from September to May. Students will utilize Study Island to improve their knowledge and performance in reading and math.

Strategy's Expected Result/Impact: Students will close achievement gaps and will grow to be on grade level, and therefore will have fewer students who need to be retained.

Staff Responsible for Monitoring: Admin

Title I Schoolwide Elements: 2.4

Problem Statements: None

TEA Priorities: None

Funding Sources: Title One School-wide $1,100

ESF Levers: None

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 7: English Learners achieving Advanced and Advanced High Composite Level scores will increase by 5 percentage points for the academic year 2020-2021.

Evaluation Data Sources: TELPAS ratings 2021

Summative Evaluation: None

Strategy 1: Buice will increase the number of teachers who are ESL certified in order to add strategies to reach EL's

Strategy's Expected Result/Impact: Increased performance by EL's, specifically on TELPAS. (2 teachers will obtain certification in 2021.)

Staff Responsible for Monitoring: Admin

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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Strategy 2: TELPAS data will be tracked quarterly, and student interventions will be done based on data.

Strategy's Expected Result/Impact: TELPAS performance will increase.

Staff Responsible for Monitoring: Admin/teachers

Title I Schoolwide Elements: 2.4

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

Formative	Summative
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No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 8: Students achieving the Meets Standard on the state assessments in Reading and Writing will increase by May 2021.

3rd Grade Reading from 43% to 48%.
4th Grade Reading from 51% to 58%.
5th Grade Reading from 61% to 65%.

4th Grade Writing from 45% to 50%.

Evaluation Data Sources: State Accountability

Summative Evaluation: None

Strategy 1: Use of guided reading and guided comprehension in all reading classrooms
Use of Target Reading for daily spiral review)

Strategy's Expected Result/Impact: Increase on reading levels as well as improved performance on benchmark assessments in reading.

Staff Responsible for Monitoring: Admin/teachers

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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Strategy 2: Campus will create several book clubs to enhance small group conversation about a variety of texts. Principal, AP, and Librarian will all run groups from September to May

Strategy's Expected Result/Impact: Increased reading knowledge and performance on benchmark assessments and STAAR test.

Staff Responsible for Monitoring: None

Title I Schoolwide Elements: 2.5

Problem Statements: None

TEA Priorities: Build a foundation of reading and math

Funding Sources: None

ESF Levers: None

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Strategy 3: Students will use the green screen to create digital book commercials and make book recommendations to an authentic audience.

Strategy's Expected Result/Impact: Create a love of reading and increased reading knowledge in students resulting in higher performance on assessments.

Staff Responsible for Monitoring: Library media specialist

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

Formative
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May

Strategy 4: Forde and Ferrier and Think-Up (Mentoring Minds) books will be utilized for both classroom and small group targeted interventions in 3rd-5th grades.

Strategy's Expected Result/Impact: Increased performance on benchmark assessments and released tests.

Staff Responsible for Monitoring: Admin

Title I Schoolwide Elements: 2.4

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

Formative
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May

Strategy 5: Students will go to Saturday school for 2 to 3 Saturdays in the spring in order to get intervention for STAAR math, reading, and science tests in order to increase the number of students reaching meets and masters status.

Strategy's Expected Result/Impact: Increased performance on all STAAR tests

Staff Responsible for Monitoring: Admin

Title I Schoolwide Elements: 2.4

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

Formative
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Strategy 6: Daily use of Bison Book Time for choice reading by students and teachers, including book logging and book conferences between students and teachers.

Strategy's Expected Result/Impact: Increase in student interest in reading resulting in an increase in performance on reading/ELA benchmark scores

Staff Responsible for Monitoring: Admin/teachers

Title I Schoolwide Elements: 2.4

Problem Statements: None

TEA Priorities: Build a foundation of reading and math

Funding Sources:
None

ESF Levers: None

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 No Progress Accomplished Continue/Modify Discontinue

Campus Funding Summary

Title One School-wide					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	3	1	SeeSaw premium package		$1,800.00
1	6	3			$500.00
3	2	2			$10,500.00
3	2	4			$1,750.00
3	2	5			$2,000.00
3	6	4			$1,100.00
				Sub-Total	$17,650.00
				Grand Total	$17,650.00

Addendums

Ector County Independent School District

Burleson Elementary

Improvement Plan

2020-2021

Accountability Rating: Not Rated: Declared State of Disaster

Mission Statement

Burleson Elementary will provide quality instruction in a nurturing, fun learning environment in order that all students can reach their full potential and meet or exceed state standards.

Vision

Burleson Elementary will be a successful learning environment where students will enjoy learning while we work toward excellence in student achievement. Our students will learn to be lifelong learners, appreciate diversity, and respect themselves and others.

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- Goal 2 : Goal 2: Invest in Talent: Burleson will recruit, develop and retain highly-effective individuals who are invested in looking at tomorrow to inform their practices today. 51
- Goal 3 : Burleson will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. Burleson will equip students to be adaptable in an ever-changing society. 53

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Enrollment

Year	K-12
2020	544
2019	543
2018	428
2017	396

Burleson feeder pattern is Carver EE to Burleson to Bowie to Odessa HS

Ethnic Distribution

Year	H	W	AA	2 or More	EcoDis
2020	83.5	9.8	3.9	1.3	
2019	81.4	10.1	4.2	1.7	67.8
2018	82.7	10.0	3.5	1.6	70.6
2017	81.1	13.4	3.0	1	75.0

Special Programs

Year	Special Ed	ELL	At-Risk	GT
2019	14.5	22.8	45.5	3.9
2018	13.1	20.6	49.8	4.7
2017	10.1	21.5	59.3	4.8

2019 ELL population

99% Hispanic

1% White

2019 Special Ed population

4% African American

81% Hispanic

12% White

2% 2 or more

2019 GT population

6% African American

75% Hispanic

19% White

Demographics Strengths

Enrollment at Burleson has continues to go up, (2017 = 396 2020 = 544). Hispanic (81%), white (10) and economically disadvantaged (70) have remained constant, while African American is showing an increase (3.0 to 4.2%). Burleson Special education (10% to 15) & ELL (21% to 23%) continue to rise, while at risk (59% to 46%) are falling.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Special Education numbers are up 4.4% in 2 years, but GT numbers fell by 1% last year. **Root Cause:** Our biggest student population are our Hispanic students. They make up 81% of special education, and account for only 75% of GT students. This indicates a possible equity gap.

Student Achievement

Student Achievement Summary

2020 Projected Accountability Report Card - Spring DBA (February)

What MIGHT it look like for an Elementary School?

Enter Name of Campus	Burleson
Campus Type	Elementary School
Enter % EcoDis - Fall 2017 Snapshot	79.0

	Raw Score	Enter Scale Score*	Word Rating	Letter Grade [What If?]	Overall Grade Components		Weight	Total
Domain I - Student Achievement	18	45	IR	F				
Domain II - School Progress [Overall Scale Score is the BETTER of Part A or Part B]		50	IR	F	Best Scale Score: Domain I, Domain II-Part A or Domain II-Part B	50	70%	35
Part A - Academic Growth	43	50	IR	F				
Part B - Relative Performance	18	46	IR	F				
Domain III - Closing the Gaps	0	30	IR	F	Domain III Scale Score	30	30%	9
Academic Achievement (%age of Indicators Met)	0							
Academic Growth (%age of Indicators Met)	0							
EL Proficiency (%age of Indicators Met)								

2020 Projected Accountability Report Card - Spring DBA (February)

Student Success (%age of Indicators Met)	0

* To find the Scale Score applicable to each Raw Score, click on the link below
and select Accountability Ratings Scaled Score Conversion Tool

https://tea.texas.gov/2018scalingresources.aspx

Overall Score	44
Overall Word Rating	IR
Overall Letter Grade [What If?]	F

School Progress Academic Growth 2018 and beyond
Percent Met or Exceeded Progress years 2017-2018

Reading

Year	State	Bur	H
2018	74	57	58
2017	72	52	50

Math

Year	State	Bur	H
2018	81	57	58
2017	79	52	50

State Assessment Results-Approaches
Passing standard increased in 2016

3rd Grade STAAR Reading Approaches Grade Level

Year	State	Bur	H
2019		58	52
2018	77	46	48

2017	School Progress Academic Growth 2018 and Beyond	73	57	57

4th Grade STAAR Reading Approaches Grade Level

Year	State	Bur	H
2019		44	45
2018	73	61	59
2017	70	56	46

5th Grade STAAR Reading Approaches Grade Level

Year	State	Bur	H
2019		55	59
2018	84	64	62
2017	82		

4th Grade STAAR Writing Approaches Grade Level

Year	State	Bur	H
2019		45	48
2018	63	46	45
2017	65	620	58

5th Grade STAAR Science Approaches Grade Level

Year	State	Bur	H
2019		43	44
2018	76	40	40
2017	74	40	43

3rd Grade STAAR Math Approaches Grade Level

Year	State	Bur	H

School Progress Academic Growth 2018 and beyond		53	50
2018	78	45	45
2017	78	66	62

4th Grade STAAR Math Approaches Grade Level

Year	State	Bur	H
2019		48	49
2018	78	69	67
2017	76	64	63

5th Grade STAAR Math Approaches Grade Level

Year	State	Bur	H
2019		60	60
2018	91	57	61
2017	87		

Percent of 3rd Graders Reading on Grade Level at End of Year

Year

2019	53
2018	44
2017	56

*measured by Istation

Student Success Initiative – Percent Passing on First Administration

5th Reading

Year	State	Bur	H	W	AA	EcoDis	Special Ed	ELL
2019		55	59	44	33	55	20	47
2018		64	62	70	53	57	22	50
2017	72							

Student Success Initiative – Percent Passing on First Administration

5th Math

Year	State	Bur	H	W	AA	EcoDis	Special Ed	ELL
2019		60	60	67	50	56	50	88
2018		57	61	50	33	57	14	83
2017	81							

State Assessment Results-Meets

Grade 3 Reading Meets Grade Level

Year	State	Bur	H	W	AA	EcoDis	Special Ed	ELL
2019		16	13	20		14	11	27
2018	43	16	15	17	50	18	0	8
2017	45	25	26	23	0	29	17	17

Grade 4 Reading Meets Grade Level

Year	State	Bur	H	W	AA	EcoDis	Special Ed	ELL
2019		23	23	0	0	25	0	33
2018	46	25	26	40	0	22	10	38
2017	44	22	21	28	25	15	0	0

Grade 5 Reading Meets Grade Level

Year	State	Bur	H	W	AA	EcoDis	Special Ed	ELL
2019		34	31	44	17	33	20	47
2018	54	36	34	46	57	29	6	21
2017	48							

Grade 4 Writing Meets Grade Level

Student Success Initiative – Percent Passing on First Administration

Year	State	Bur	H	W	AA	EcoDis	Special Ed	ELL
2019		18	19	25	0	20	0	15
2018	39	17	15	30	17	14	20	0
2017	34	22	20	36	0	21	0	0

Grade 3 Math Meets Grade Level

Year	State	Bur	H	W	AA	EcoDis	Special Ed	ELL
2019		21	19	10		18	33	33
2018	47	19	18	40	0	20	0	33
2017	49	28	28	33	33	20	11	33

Grade 4 Math Meets Grade Level

Year	State	Bur	H	W	AA	EcoDis	Special Ed	ELL
2019		23	23	38	0	23	0	42
2018	49	27	28	36	50	27	20	33
2017	47	32	29	45	25	29	0	57

Grade 5 Math Meets Grade Level

Year	State	Bur	H	W	AA	EcoDis	Special Ed	ELL
2019		31	32	67	33	28	10	69
2018	58	21	21	25	0	18	0	42
2017	50							

Grade 5 Science Meets Grade Level

Year	State	Bur	H	W	AA	EcoDis	Special Ed	ELL
2019		20	20	33	0	15	11	40
2018	41	10	12	0	0	8	0	18

Student Success Initiative – Percent Passing on First Administration

2017	42	13	15	0	0	12	0	0

State Assessment Results-Masters

STAAR Percent at Masters (previously advanced level III)

All Subjects

Year	State	Bur	H	W	EcoDis	Special Ed	ELL
2019							
2018	22	6	6		7		7
2017	20	8	9		7		8

4 Writing Masters Level

Year	State	Bur	H	W	EcoDis	Special Ed	ELL
2019		4	3	13	5	0	0
2018	13	0	0	0	0	0	0
2017	12	11	15	0	6	0	0

5-EOC Science Masters Level

Year	State	Bur	H	W	EcoDis	Special Ed	ELL
2019		7	7	22	7	0	20
2018	23	3	3	0	0	0	0
2017	19	4	5	0	4	0	0

2019 Domain 2 Results:

ELA/Reading and Mathematics

	Did Not Meet			Approaches Grade Level			Meets Grade Level			Masters Grade Level		
Prior-Year Performance on STAAR	Progress Not Applicable (0 points)	Did Not Meet Progress (0 points)	Met or Exceeded Progress (1 point)	Progress Not Applicable (0 points)	Did Not Meet Progress (1/2 points)	Met or Exceeded Progress (1 point)	Progress Not Applicable (0 points)	Did Not Meet Progress (1/2 points)	Met or Exceeded Progress (1 point)	Progress Not Applicable (1 point)	Growth Points Earned	Total Possible Points
Did Not Meet	-	51	54	-	0	28	-	-	3	0		
Approaches Grade Level	-	26	0	-	29	17	-	-	17	3		
Meets Grade Level	0	-	-	16	-	-	-	7	15	18		
Masters Grade Level	0	-	-	0	-	-	6	-	-	22		
Total Number of Tests	0	77	54	16	29	45	6	7	35	43		
Total Points Score	0	0	54	0	14.5	45	0	3.5	35	43	195	312 63

ELA/Reading

	Did Not Meet			Approaches Grade Level			Meets Grade Level			Masters Grade Level		
Prior-Year Performance on STAAR	Progress Not Applicable (0 points)	Did Not Meet Progress (0 points)	Met or Exceeded Progress (1 point)	Progress Not Applicable (0 points)	Did Not Meet Progress (1/2 points)	Met or Exceeded Progress (1 point)	Progress Not Applicable (0 points)	Did Not Meet Progress (1/2 points)	Met or Exceeded Progress (1 point)	Progress Not Applicable (1 point)	Growth Points Earned	Total Possible Points
Did Not Meet	-	27	27	-	0	16	-	-	1	0		
Approaches Grade Level	-	9	0	-	10	12	-	-	12	1		

ELA/Reading and Mathematics

Meets Grade Level	0	-	-	8	-	-	-	3	5	6		
Masters Grade Level	0	-	-	0	-	-	5	-	-	11		
Total Number of Tests	0	36	27	8	10	28	5	3	18	18		
Total Points Score	0	0	27	0	5	28	0	1.5	18	18	97.5	153 64

Mathematics

	Did Not Meet			Approaches Grade Level			Meets Grade Level			Masters Grade Level		
Prior-Year Performance on STAAR	Progress Not Applicable (0 points)	Did Not Meet Progress (0 points)	Met or Exceeded Progress (1 point)	Progress Not Applicable (0 points)	Did Not Meet Progress (1/2 points)	Met or Exceeded Progress (1 point)	Progress Not Applicable (0 points)	Did Not Meet Progress (1/2 points)	Met or Exceeded Progress (1 point)	Progress Not Applicable (1 point)	Growth Points Earned	Total Possible Points
Did Not Meet	-	24	27	-	0	12	-	-	2	0		
Approaches Grade Level	-	17	0	-	19	5	-	-	5	2		
Meets Grade Level	0	-	-	8	-	-	-	4	10	12		
Masters Grade Level	0	-	-	0	-	-	1	-	-	11		
Total Number of Tests	0	41	27	8	19	17	1	4	17	25		
Total Points Score	0	0	27	0	9.5	17	0	2	17	25	97.5	159 61

Burleson 2019 Domain 3 Results:

	All Students	Hispanic	Econ Disadv	EL (Current & Monitored)+	Special Ed (Current)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Total Met	Total Evaluated
Academic Achievement Status									
ELA/Reading Target	44%	37%	33%	29%	19%	46%	42%		
Target Met	N	N	N	Y	Y	N	N		
% at Meets GL Standard or Above	26%	25%	26%	39%	23%	25%	29%		
# at Meets GL Standard or Above	62	49	42	20	7	42	20		
Total Tests (Adjusted)	237	194	161	51	31	167	70		
Math Target	46%	40%	36%	40%	23%	47%	45%		
Target Met	N	N	N	Y	Y	N	N		
% at Meets GL Standard or Above	26%	26%	26%	47%	26%	25%	30%		
# at Meets GL Standard or Above	62	51	42	24	8	41	21		
Total Tests (Adjusted)	237	194	161	51	31	167	70		
Total Indicators								4	14
Growth Status									
ELA/Reading Target	66	65	64	64	59	66	67		
Target Met	N	Y	Y	Y		N	Y		
Academic Growth Score	64	66	64	69	64	62	69		
Growth Points	97.5	83	69	20	13.5	68	29.5		
Total Tests	153	126	107	29	21	110	43		
Math Target	71	69	68	68	61	71	70		
Target Met	N	N	N	Y		N	N		
Academic Growth Score	61	64	62	80	62	60	64		
Growth Points	97.5	84	69.5	28	13	69.5	28		
Total Tests	159	131	113	35	21	115	44		
Total Indicators								5	12
Graduation Rate Status ***									
Target	90%	90%	90%	90%	90%	n/a	n/a		
Target Met									
2017 % Graduated	-	-	-	-	-				
2018 % Graduated	-	-	-	-	-				

	All Students	Hispanic	Econ Disadv	EL (Current & Monitored)+	Special Ed (Current)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Total Met	Total Evaluated
2018 # Graduated	-	-	-	-	-				
2018 Total in Class	-	-	-	-	-				
Total Indicators									
English Language Proficiency Status									
Target				36%					
Target Met				Y					
TELPAS Progress Rate				48%					
TELPAS Progress				44					
TELPAS Total				91					
Total Indicators								1	1
Student Success Status									
Target	47	41	38	37	23	48	45		
Target Met	N	N	N	Y	N	N	N		
STAAR Component Score	30	30	29	45	22	29	34		
% at Approaches GL Standard or Above	55%	55%	53%	78%	32%	54%	58%		
% at Meets GL Standard or Above	25%	25%	25%	41%	23%	24%	29%		
% at Masters GL Standard	11%	10%	10%	15%	10%	9%	15%		
Total Tests	633	519	435	137	82	449	184		
Total Indicators								1	10

Student Achievement Strengths

Burleson failed to meet state standards on STAAR test in the 2018/2019 year. Burleson has seen a three-year upward trend with ELL students, and most subject areas showing a double-digit growth each year on STAAR. ELL students consistently scored higher in all areas of math with scores in the 70s & 80s, while campus averages ranged from 40s to 60s. In writing, white and ELL students showed strengths with white students scoring 63 and ELL scoring 62. In reading scores, the past three years have been inconsistent with different subpopulations scoring high and lower year to year. Burleson has failed to meet standards in index I for three years. For Index II A, Burleson has scored 60 (2016), 60 (2017) and this year a 59. Index three scores have risen the last three years with Burleson scoring a 67 this year. 3-year Istation scores show 3rd graders reading at grade level were 56% in 2017, 44% in 2018, and 53% in

2019. Measuring the 3rd and 4th-grade cohorts meets and masters level in STAAR rose a total of 34 points last year and 14 of 17 tested areas showed growth at the approaches, meets, and masters level. TELPAS scores as measured by Index III were at a 50% with a 2019 target of 42%. On TELPAS, 46 students progressed at least one proficiency level and 98 students matched last year's TELPAS levels. The February DBA indicated that Burleson would have a letter grade of F. Domain I showed a scale score of 45, Domain II showed a scale score of 50, and Domain III showed a scale score of 30. The 2020 DBA compared to the 2019 DBA was an improvement and given earlier in the year.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): Burleson failed to reach academic standards on the state assessment. **Root Cause:** Lack of teacher experience leads to a lack of quality instruction in classroom.

Problem Statement 2: Burleson's overall TEA report card grade was a 59 F. In domain I we had a 56 F, Domain II we had a 59 F and Closing the gaps we had a 67 D. Burleson will need to improve in all domains to reach our goal this year of a C rating. **Root Cause:** Lack of teacher experience leads to a lack of quality instruction in classroom. Edit Associated Areas

School Culture and Climate

School Culture and Climate Summary

Staff Survey

Feedback and Coaching
Perceptions of the amount and quality of feedback faculty and staff receive.
68%

Professional Learning
Perceptions of the amount and quality of professional growth and learning opportunities available to faculty and staff.
65%

School Climate
Perceptions of the overall social and learning climate of the school.
73%

School Leadership
Perceptions of school leadership's effectiveness.

89%

Student Survey

School Belonging
How many students feel that they are valued members of the school community.
63%

School Climate
Perceptions of the overall social and learning climate of the school.
53%

School Engagement
How attentive and invested students are in school.

60%

School Rigorous Expectations
How many students feel that their teachers hold them to high expectations around effort, understanding, persistence, and performance in class.
62%

School Safety
Perceptions of student physical and psychological safety at school.
43%

School Teacher-Student Relationships
How strong the social connection is between teachers and students within and beyond the school.
69%

Family Survey

Family Engagement
The degree to which families become involved and interact with their child's school.
31%

School Climate
Perceptions of the overall social and learning climate of the school.
61%

School Safety
Perceptions of student physical and psychological safety at school.
66%

Attendance Rates

Year	Bur	H	W	AA	EcoDis	Special Ed	ELL
2020	94.7						

2019	93.9						
2018	95.1	95.2	94.1	95	94..9	94.3	96
2017	95.8	95.6	95.0	94.9	95.3	95.3	96.3

Discipline referral break down by sub pop

Asian = 1%
African American = 18%

Hispanic = 52%

White = 26%

2 or more races = 2%

Discipline referral break down by grade level

1st = 1

2nd = 23

3rd = 9

4th = 43

5th = 14

Total = 90

School Culture and Climate Strengths

Results from the staff survey show that School leadership scored high with an 89% favorable response. Attendance went up from 93.9 to 94.7. Discipline referrals also fell from the previous year.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1 (Prioritized): Surveys show that 38% of students don't feel like they are being engaged and challenged at school. **Root Cause:** Limited teacher experience and training. 58.8 % of Burleson teachers are novice teachers.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

of Teachers

Year	PreK-12
2019	32.8
2018	26.4
2017	29.1

# of Employees (FTEs) / Enrollment

Year	Employees
2019	49.7
2018	37.40
2017	36.70

Teachers by Years of Experience

Year	Beginning	11 – 20 Years	Over 20 Years
2019	58.8	30	11.2
2018	53.5	26.5	5.7
2017	38.3	21.0	1.1

Average Years of Experience of Teachers

Year	Burleson
2019	10.4
2018	8.5

Average Years of Experience of Teachers

2017	5.5

Average Years of Experience of Teachers with the District

Year	Burleson
2019	9.2
2018	8.1
2017	5.2

Turnover Rate for Teachers

Year	Burleson
2019	10
2018	10

Burleson has had to hire long term subs because we did not have enough teachers. This year Burleson is fully staffed except for 1 special education teacher.

Staff Quality, Recruitment, and Retention Strengths

Burleson has 11% of teachers with 20+ years of experience, 30% with 11-20 years, and beginning teachers were at 59%. The average years of experience in the district are 9.2 years, and the average experience of Burleson teachers was 10.4 years. Bulreson has a low teacher turnover rate- losing only 3 teachers last year. The trend has been that Burleson is keeping its teachers and teaching experience is growing. This year Burleson only has 1 teacher opening for a special education teacher, all other positions have been filled with a certified teacher.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1 (Prioritized): 58.8% of Burleson's teaching staff is made up of novice educators. **Root Cause:** Lack of availability of certified teachers in area.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

2020 Projected Accountability Report Card - Spring DBA (February)

What MIGHT it look like for an Elementary School?

Enter Name of Campus	Burleson
Campus Type	Elementary School
Enter % EcoDis - Fall 2017 Snapshot	79.0

	Raw Score	Enter Scale Score*	Word Rating	Letter Grade [What If?]	Overall Grade Components		Weight	Total
Domain I - Student Achievement	18	45	IR	F				
Domain II - School Progress [Overall Scale Score is the BETTER of Part A or Part B]		50	IR	F	Best Scale Score: Domain I, Domain II-Part A or Domain II-Part B	50	70%	35
Part A - Academic Growth	43	50	IR	F				
Part B - Relative Performance	18	46	IR	F				
Domain III - Closing the Gaps	0	30	IR	F	Domain III Scale Score	30	30%	9
Academic Achievement (%age of Indicators Met)	0							
Academic Growth (%age of Indicators Met)	0							
EL Proficiency (%age of Indicators Met)								
Student Success (%age of Indicators Met)	0							

* To find the Scale Score applicable to each Raw Score, click on the link below and select Accountability Ratings Scaled Score Conversion Tool

https://tea.texas.gov/2018scalingresources.aspx

Overall Score	44
Overall Word Rating	IR
Overall Letter Grade [What If?]	F

School Progress Academic Growth 2018 and beyond
Percent Met or Exceeded Progress years 2013-2017

Reading

Year	State	Bur	H
2019			
2018	74	57	58
2017	72	52	50

Math

Year	State	Bur	H
2019			
2018	81	57	58
2017	79	52	50

State Assessment Results-Approaches
Passing standard increased in 2016

3rd Grade STAAR Reading Approaches Grade Level

Year	State	Bur	H
2019		58	52
2018	77	46	48
2017	73	57	57

4th Grade STAAR Reading Approaches Grade Level

Year	State	Bur	H
2019		44	45
2018	73	61	59
2017	70	56	46

5th Grade STAAR Reading Approaches Grade Level

Year	State	Bur	H
2019		55	59
2018	84	64	62
2017	82		

4th Grade STAAR Writing Approaches Grade Level

Year	State	Bur	H
2019		45	48
2018	63	46	45
2017	65	620	58

5th Grade STAAR Science Approaches Grade Level

Year	State	Bur	H
2019		43	44
2018	76	40	40
2017	74	40	43

3rd Grade STAAR Math Approaches Grade Level

Year	State	Bur	H
2019		53	50

School Progress Academic Growth 2018 and Beyond			
2018	78	45	45
2017	78	66	62

4th Grade STAAR Math Approaches Grade Level

Year	State	Bur	H
2019		48	49
2018	78	69	67
2017	76	64	63

5th Grade STAAR Math Approaches Grade Level

Year	State	Bur	H
2019		60	60
2018	91	57	61
2017	87		

Percent of 3rd Graders Reading on Grade Level at End of Year

Year	
2019	53
2018	44
2017	56

*measured by Istation

Student Success Initiative – Percent Passing on First Administration

5th Reading

Year	State	Bur	H	W	AA	Asian	2 or More	EcoDis	Special Ed	ELL
2019		55	59	44	33	100	67	55	20	47
2018		64	62	70	53	94	77	57	22	50
2017	72									

5th Math

Student Success Initiative – Percent Passing on First Administration

Year	State	Bur	H	W	AA	Asian	2 or More	EcoDis	Special Ed	ELL
2019		60	60	67	50	100	67	56	50	88
2018		57	61	50	33	0		57	14	83
2017	81									

State Assessment Results-Meets

Grade 3 Reading Meets Grade Level

Year	State	Bur	H	W	AA	Asian	2 or More	EcoDis	Special Ed	ELL
2019		16	13	20		67	33	14	11	27
2018	43	16	15	17	50		0	18	0	8
2017	45	25	26	23	0		0	29	17	17

Grade 4 Reading Meets Grade Level

Year	State	Bur	H	W	AA	Asian	2 or More	EcoDis	Special Ed	ELL
2019		23	23	0	0		0	25	0	33
2018	46	25	26	40	0		0	22	10	38
2017	44	22	21	28	25			15	0	0

Grade 5 Reading Meets Grade Level

Year	State	Bur	H	W	AA	Asian	2 or More	EcoDis	Special Ed	ELL
2019		34	31	44	17	100	67	33	20	47
2018	54	36	34	46	57	56	55	29	6	21
2017	48									

Grade 4 Writing Meets Grade Level

Year	State	Bur	H	W	AA	Asian	2 or More	EcoDis	Special Ed	ELL

Student Success Initiative – Percent Passing on First Administration

2019		18	19	25	0	0	20	0	15
2018	39	17	15	30	17		14	20	0
2017	34	22	20	36	0		21	0	0

Grade 3 Math Meets Grade Level

Year	State	Bur	H	W	AA	Asian	2 or More	EcoDis	Special Ed	ELL
2019		21	19	10		67	33	18	33	33
2018	47	19	18	40	0		0	20	0	33
2017	49	28	28	33	33		0	20	11	33

Grade 4 Math Meets Grade Level

Year	State	Bur	H	W	AA	Asian	2 or More	EcoDis	Special Ed	ELL
2019		23	23	38	0		0	23	0	42
2018	49	27	28	36	50		0	27	20	33
2017	47	32	29	45	25			29	0	57

Grade 5 Math Meets Grade Level

Year	State	Bur	H	W	AA	Asian	2 or More	EcoDis	Special Ed	ELL
2019		31	32	67	33	100	33	28	10	69
2018	58	21	21	25	0	0		18	0	42
2017	50									

Grade 5 Science Meets Grade Level

Year	State	Bur	H	W	AA	Asian	2 or More	EcoDis	Special Ed	ELL
2019		20	20	33	0	100	0	15	11	40
2018	41	10	12	0	0	0		8	0	18
2017	42	13	15	0	0			12	0	0

State Assessment Results-Masters

STAAR Percent at Masters (previously advanced level III)

All Subjects

Year	State	Bur	H	W	AA	Asian	2 or More	EcoDis	Special Ed	ELL
2019										
2018	22	6	6					7		7
2017	20	8	9					7		8

4 Writing Masters Level

Year	State	Bur	H	W	AA	Asian	2 or More	EcoDis	Special Ed	ELL
2019		4	3	13	0		0	5	0	0
2018	13	0	0	0	0			0	0	0
2017	12	11	15	0				6	0	0

5-EOC Science Masters Level

Year	State	Bur	H	W	AA	Asian	2 or More	EcoDis	Special Ed	ELL
2019		7	7	22	0	0	0	7	0	20
2018	23	3	3	0	0	0		0	0	0
2017	19	4	5	0	0			4	0	0

Burleson followed the ECISD curriculum and hired 1 1/2 in school tutors. Last year when school was done virtually due to COVID-19 tutoring was stopped. After the Relay curriculum audit, it was found that the teacher supplemental curriculum did not meet the level of rigor for the STAAR test.

Curriculum, Instruction, and Assessment Strengths

To improve instruction Burleson, ILT has attended RELAY training. Burleson has implemented DDI in PLCs that include: teacher taking the exemplar,

making a know show chart on priority SEs, breaking down data, looking at student-facing work revisiting the know show chart and scripting lessons. Burleson also started the observation feedback process where each member of ILT
coached 5 teachers a week. This year we are working with Big Rocks to continue these processes and refine our system to make it better. The year started with Big Rocks strong start playbook and the teacher management hierarchy.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): RELAY curriculum audit found that the supplemental materials being used in the classroom was not aligned with the rigor of STAAR **Root Cause:** Teachers are not trained to pick out supplement materials at the appropriate level of STAAR.

Parent and Community Engagement

Parent and Community Engagement Summary

Family Survey

Family Engagement
The degree to which families become involved and interact with their child's school.
31%

School Climate
Perceptions of the overall social and learning climate of the school.
61%

School Safety
Perceptions of student physical and psychological safety at school.
66%

Burleson has 1 in school-approved VIP for the year and 1 virtual VIP so far for 2020.

Burleson has 159 Facebook followers, 759 parents on class dojo & 143 followers on Twitter.

All Burleson parents have access to the Parent Portal in 2020.

The most effective form of communication to parents has been Class Dojo as we reach 759 each time, we will also use parent portal phone calls.

Parent and Family Engagement Policy

The school provides opportunities for the participation of all Title I, Part A parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understood (ESSA Section 1116 (b)(1)}.

Family involvement is communicating and engaging with your child, their teacher, and/or the school to support learning and ensure success. Parents, family members, and other caregivers can be involved in a student's education in many ways.

What can you do at home?

- Talk with your child about classroom activities, assignments, projects, and assessments, be involved in your child's learning.
- Talk with your child about the importance of learning and accomplishing school-related tasks.
- Talk with your child about college and careers.
- Help your child organize homework, plan their calendar, and motivate them to learn.
- Read notes, announcements, and newsletters from the school including recorded phone calls home.
- Send notes, emails or call the school to communicate with teachers and other school staff.
- Complete surveys to share your ideas about supporting your child's learning and growth.
- Complete surveys to share your ideas about parent involvement,
- Ask for and read a copy of your district's parent involvement policy.
- Obtain and utilize Parent Portal on any mobile device.
- Use school Facebook for additional school information.
- Read messages posted on See Saw.

What you can do in the classroom?

- Talk with your child's teacher.
- Help with learning activities.
- Volunteer for special assignments (field trips, projects, campus events and meetings)

What you can do at the school?

- Attend Back to School Night, Parent Orientation
- Sign up for Parent Portal and Class Dojo
- Talk with the principal/assistant principal/counselor about your student.
- Talk with the principal about parent involvement opportunities at the school.
- Attend parent education and informational events.
- Attend advisory committee meetings.
- Be active in volunteer opportunities at the campus.
- Help write and review the parent involvement plans.

What you can do at the District Level?

- Attend training on the curriculum and school budget.
- Attend advisory committee meetings.
- Serve on an advisory committee to provide input on important decisions and spending.

- Help write and review the parent involvement policy and plans.
- Help plan, design, and provide training for principals and teachers.
- Link the district with other community organizations you know.
- Vote on board elections.
- Attend board meetings.

Parent and Community Engagement Strengths

Burleson parents gave a positive response of 61% and 66% to school climate and school safety respectively. Burleson does have a VIP program with a few VIPS that are very committed to helping the school and VIP almost every day. Burleson offers several parental engagement events each year, this includes pastries with parents, 2 family math and reading nights, various award ceremonies, meet the teacher, Mr. Gatties family night, talent show, field day, PTA programs, grade-level student performances and family show off nights.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): 69% of parents gave a negative response to family engagement. **Root Cause:** Parents have a hard time getting to school for family engagement activities.

School Context and Organization

School Context and Organization Summary

of Teachers

Year	PreK-12
2019	32.8
2018	26.4
2017	29.1

# of Employees (FTEs) / Enrollment

Year	Employees
2019	49.7
2018	37.40
2017	36.70

Teachers by Years of Experience

Year	Beginning	11 – 20 Years	Over 20 Years
2019	58.8	30	11.2
2018	53.5	26.5	5.7
2017	38.3	21.0	1.1

Average Years of Experience of Teachers

Year	Burleson
2019	10.4
2018	8.5
2017	5.5

Average Years of Experience of Teachers with the District

Year	Burleson
2019	9.2
2018	8.1
2017	5.2

Turnover Rate for Teachers

Year	Burleson
2019	10
2018	10

Enrollment

Year	K-12
2020	544
2019	543
2018	428
2017	396

Ethnic Distribution

Year	H	W	AA	2 or More	EcoDis
2019	81.4	10.1	4.2	1.7	67.8

Ethnic Distribution

2018	82.7	10.0	3.5	1.6	70.6
2017	81.1	13.4	3.0	1	75.0

Special Programs

Year	Special Ed	ELL	At-Risk	GT
2019	14.5	22.8	45.5	3.9
2018	13.1	20.6	49.8	4.7
2017	10.1	21.5	59.3	4.8

CIT is the decision-making committee for Burleson.

ILT includes the principal, AP and two Instructional coaches.

After school programs include a monthly sports program and sign language class.

This year Burleson started the year with 97 in-class students, while 338 are working virtually.

-

School Context and Organization Strengths

Burleson allots the following monthly minute to each subject: 100 art, 220 music, 880 PE, 400 health, 3100 ELA, 1300 math, 900 science and 900 social studies. Burleson is fully staffed except for 1 special education teacher. Due to COVID-19 Burleson is starting the year with 97 students on campus but we do expect more students to come in person as the year goes on. In 4 years the enrollment of Burleson has grown from 396 to 544.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1 (Prioritized): Burleson spends more minutes a month on ELA , but ELA student outcomes are below math. **Root Cause:** More training in the science of reading is needed

Technology

Technology Summary

This year all students K - 2 will receive an iPad and 3 - 5 will receive a Chromebook. Teachers have the opportunity to get a laptop. Each classroom has a smartboard, infocus, and Elmo. This year at Burleson every teacher will use Class Dojo to communicate with parents, use Google classroom for face to face live instruction, and K - 2 will use seesaw for turning in student work. Technology will be a focus for PD this year as we have to be ready to move virtual at any moment. Burleson will utilize technology resources that will enable students, teachers, and leaders to implement and monitor personalized learning for all. Burleson has 761 iPads and Chromebooks, so far this year 437 have been checked out for students' use (52.17%.)

Technology Strengths

Burleson has a Google Classroom for teachers that are populated with technology training that teachers may engage in at their own pace. 100% of Burleson teachers are working on the Teacher lap top proficiency program so that they can acquire a desk laptop. Burleson has enough devices that 100% of students can have their own device (IPad or Chromebook) to use for in-school learning or as a virtual learner.

Problem Statements Identifying Technology Needs

Problem Statement 1 (Prioritized): 31% of the total teachers at Burleson have technology in their room with an open work order that needs to be updated or fixed. **Root Cause:** Budget constraints at campus level does not allow us to update technology. IT department does not have enough workers to fix all of the technology needs in teachers' classrooms.

Priority Problem Statements

Problem Statement 1: Burleson failed to reach academic standards on the state assessment.

Root Cause 1: Lack of teacher experience leads to a lack of quality instruction in classroom.

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: Special Education numbers are up 4.4% in 2 years, but GT numbers fell by 1% last year.

Root Cause 2: Our biggest student population are our Hispanic students. They make up 81% of special education, and account for only 75% of GT students. This indicates a possible equity gap.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Surveys show that 38% of students don't feel like they are being engaged and challenged at school.

Root Cause 3: Limited teacher experience and training. 58.8 % of Burleson teachers are novice teachers.

Problem Statement 3 Areas: School Culture and Climate

Problem Statement 4: 58.8% of Burleson's teaching staff is made up of novice educators.

Root Cause 4: Lack of availability of certified teachers in area.

Problem Statement 4 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 5: RELAY curriculum audit found that the supplemental materials being used in the classroom was not aligned with the rigor of STAAR

Root Cause 5: Teachers are not trained to pick out supplement materials at the appropriate level of STAAR.

Problem Statement 5 Areas: Curriculum, Instruction, and Assessment

Problem Statement 6: 69% of parents gave a negative response to family engagement.

Root Cause 6: Parents have a hard time getting to school for family engagement activities.

Problem Statement 6 Areas: Parent and Community Engagement

Problem Statement 7: Burleson spends more minutes a month on ELA , but ELA student outcomes are below math.

Root Cause 7: More training in the science of reading is needed

Problem Statement 7 Areas: School Context and Organization

Problem Statement 8: 31% of the total teachers at Burleson have technology in their room with an open work order that needs to be updated or fixed.

Root Cause 8: Budget constraints at campus level does not allow us to update technology. IT department does not have enough workers to fix all of the technology needs in teachers' classrooms.

Problem Statement 8 Areas: Technology

Goals

Goal 1: Goal 1: Foundational Excellence: Burleson will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 1: Performance Objective 1: Annual student attendance will increase from 94.7 in 2020 to 95.2 in 2021.

Evaluation Data Sources: Student attendance for 2020/2021 school year

Summative Evaluation: None

Strategy 1: Burleson will follow the matrix of roles and responsibilities for elementary staff. Burleson will have a weekly award for the class with the highest attendance. Burleson will have 9 week and EOY attendance parties.

Strategy's Expected Result/Impact: Burleson attendance will improve to 95.2%

Staff Responsible for Monitoring: Campus Administration, teachers

Title I Schoolwide Elements: 2.5

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Problem Statements: None

Funding Sources:
Student prizes, trophies to pass out to classes with highest attendance, attendance party. Title One School-wide $150

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0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 2: Performance Objective 2: Provide differentiated processes for priority classrooms/students.

Evaluation Data Sources: Lesson Plans, Walkthroughs

Summative Evaluation: None

Strategy 1: Plan and implement effective transitions for K, 2nd, and 5th grade to maintain academic learning and support the social-emotional learning of students.

Strategy's Expected Result/Impact: The expected result is effective transitions for student to improve student performance

Staff Responsible for Monitoring: Principals

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: None

TEA Priorities: Improve low-performing schools

Funding Sources:
SEL training & kinder roundup. Local $60

ESF Levers: Lever 5: Effective Instruction

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Performance Objective 3: Performance Objective 3: Burleson will embed technology for anytime, anywhere teaching and learning.

Evaluation Data Sources: Lesson Plans, Walkthroughs, Blended Learning

Summative Evaluation: None

Strategy 1: Use technology resources that will enable students, teachers and leaders to implement and monitor personalized learning for all, including the following: Learning Management System (LMS) and Adaptive Technology

Strategy's Expected Result/Impact: Increased confidence in Burleson data resources.

Staff Responsible for Monitoring: Administrators & Teachers

Title I Schoolwide Elements: 2.5

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Problem Statements:
Technology 1

Funding Sources:
Google classroom, seesaw and class dojo Local $0
Big Rocks & relay training Title One School-wide $0

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 No Progress Accomplished Continue/Modify Discontinue

Technology

Problem Statement 1: 31% of the total teachers at Burleson have technology in their room with an open work order that needs to be updated or fixed. **Root Cause:** Budget constraints at campus level does not allow us to update technology. IT department does not have enough workers to fix all of the technology needs in teachers' classrooms.

Performance Objective 4: Performance Objective 4: Develop the adult collective understanding and shared vision of Social Emotional Learning (SEL) that creates systemic change where SEL can thrive.

Evaluation Data Sources: Discipline Referral Numbers in itccs

Summative Evaluation: None

Strategy 1: Staff will engage in professional learning about SEL research and practice.

Strategy's Expected Result/Impact: Burleson staff will understand the impact of SEL and will be critical partners understanding the importance of implementing social- emotional-cultural learning so that discipline referral numbers will drop.

Staff Responsible for Monitoring: Counselor & Principals

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Problem Statements: None

Funding Sources:
SEL training and darkness to light training Local

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 5: Performance Objective 5: Burleson will provide a safe and supportive learning environment.

Evaluation Data Sources: Staff, Student & Family surveys

Summative Evaluation: None

Strategy 1: Awareness training for staff, students and parents will be provided in the area of sexual abuse and other maltreatment of children. All new staff will be trained during required new employee training on Darkness to Light, /Stewards of Child prevention program. Counselors will train all staff during on-campus professional development on prevention and reporting requirements. Required child abuse awareness posters for students will be displayed on all campuses.

Strategy's Expected Result/Impact: Increased ability of staff and students to recognize and report signs of abuse.

Staff Responsible for Monitoring: Counselor, Teachers & Principals

Title I Schoolwide Elements: 2.6

Problem Statements: None

TEA Priorities: None

Funding Sources: Darkness to light training & SEL training by counselor. Local

ESF Levers: Lever 3: Positive School Culture

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Strategy 2: All campus staff will be trained yearly during campus professional development concerning ECISD suicide prevention response procedures.

Strategy's Expected Result/Impact: 100% of Burleson staff will be trained in suicide prevention response procedures.

Staff Responsible for Monitoring: Counselor and Principal

Title I Schoolwide Elements: 2.6

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: Lever 3: Positive School Culture

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Strategy 3: The ECISD comprehensive Guidance and Counseling curriculum will continue to be implemented in PK-12 to implement lessons that will include dating violence, child abuse, bullying, conflict resolution, substance abuse, self efficacy, decision making, behavior and other social-emotional topics.

Strategy's Expected Result/Impact: Monthly Burleson counselor reports will indicate growth in the guidance curriculum implementation.

Staff Responsible for Monitoring: Counselor & Principal

Title I Schoolwide Elements: 2.6

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: Lever 3: Positive School Culture

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Strategy 4: Teacher discipline management programs will be evaluated for alignment to CHAMPS, PBIS, and Conscious Discipline practices (SEL body of work).

Strategy's Expected Result/Impact: Office referrals will decrease from 90 to 60 which will increase the amount of instructional time for students.

Staff Responsible for Monitoring: Teachers & Principals

Title I Schoolwide Elements: 2.5, 2.6

Problem Statements: None

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

Funding Sources: None

ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction

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Strategy 5: Burleson will attach the district's freedom from bullying policy and procedures which includes how to prevent, identify, respond to and report bullying. Administrators will follow all legal requirements pertaining to incidents of bullying. School counselors will provide guidance lessons or implement programs to include bullying prevention.

Strategy's Expected Result/Impact: Burleson staff is trained in awareness, recognition and response regarding Bullying and will properly identify and report to principal.

Staff Responsible for Monitoring: Burleson Staff & Principals

Title I Schoolwide Elements: 2.5, 2.6

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: Lever 3: Positive School Culture

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Strategy 6: Burleson's systems and structures will be developed to monitor/improve disaggregated discipline data regularly to identify inequities.

Strategy's Expected Result/Impact: Data driven trend will show actions the needed to lead to a decrease in office referrals to which will increase the amount of instructional time for students.

Staff Responsible for Monitoring: CHAMPS/PBIS committee & Principals

Title I Schoolwide Elements: 2.6

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: Lever 3: Positive School Culture

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Strategy 7: Burleson will have coordinated health strategies that include data on student fitness, academics, attendance, & eco dis pops.

Strategy's Expected Result/Impact: Stundents will perform better if they are healthy.

Staff Responsible for Monitoring: PE coach, Principals, Counselor

Title I Schoolwide Elements: 2.4

Problem Statements: None

TEA Priorities: Improve low-performing schools

Funding Sources: None

ESF Levers: Lever 3: Positive School Culture

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Strategy 8: Parental & Family Engagement Activities will be offered at Burleson. These include: family math/reading nights, awards ceremonies, pastry with parents, Mr. Gattie's night, family art show offs, ect...

Strategy's Expected Result/Impact: Partnering with parents will increase student outcomes.

Staff Responsible for Monitoring: Principals, PTA, librarian, teachers, ICs

Title I Schoolwide Elements: 3.1

Problem Statements: None

TEA Priorities: Improve low-performing schools

Funding Sources: Title One School-wide $500

ESF Levers: Lever 3: Positive School Culture

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Strategy 9: Burleson will follow ECISD guidelines for serving Migrant, GT and ELL students and supporting college and career readiness.

Strategy's Expected Result/Impact: By supporting migrant, GT and ELL students we are getting them prepared for adulthood and their academics will improve.

Staff Responsible for Monitoring: Principal, teachers, counselor

Title I Schoolwide Elements: 2.6

Problem Statements: None

TEA Priorities: Connect high school to career and college

Funding Sources: None

ESF Levers: Lever 3: Positive School Culture

Targeted Support Strategy

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 6: Burleson will ensure efficient systems are in place to increase productivity to meet the needs of all that we serve.

Evaluation Data Sources: NA

Summative Evaluation: None

Strategy 1: Burleson will ensure long range preventive maintenance practices are in place.

Strategy's Expected Result/Impact: Proper preventive maintenance measures will increase equipment life and save on energy costs associated with running equipment.

Staff Responsible for Monitoring: Principal & Head Custodian

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:
cleaning supplies, maintenance items Local

ESF Levers: None

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 7: Burleson will implement a strategic staff development plan that focuses on Big rocks, Relay and Technology training for administrators and staff.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: Student achievement data

Summative Evaluation: None

Strategy 1: Burleson administrators will be trained on Big Rocks and Relay and to provide job-embedded coaching for teachers. Burleson will also offer individual teacher technology training on google classroom and via ECISD techy tribe.

Strategy's Expected Result/Impact: Administrators, teachers will improve with focused training, this will improve student achievement and teacher retention.

Staff Responsible for Monitoring: ILT

Title I Schoolwide Elements: 2.4

Problem Statements: None

TEA Priorities: Recruit, support, retain teachers and principals

Funding Sources: Big Rocks and Relay training, Google Classroom, techy tribe Local

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 2: Goal 2: Invest in Talent: Burleson will recruit, develop and retain highly-effective individuals who are invested in looking at tomorrow to inform their practices today.

Performance Objective 1: Performance Objective 1: Burleson teacher retention rate will increase from 90% in 2020 to 91% in 2021.

Evaluation Data Sources: Teacher retention rate at end of school year.

Summative Evaluation: None

Strategy 1: Burleson will get training from Big rocks & Relay. Burleson will maintain a google classroom that provides teachers with personalized professional learning.

Strategy's Expected Result/Impact: Increase staff retention; improve employee effectiveness; develop career pathways.

Staff Responsible for Monitoring: Principals

Title I Schoolwide Elements: 2.4, 2.5

Problem Statements: None

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Effective, Well-Supported Teachers

Funding Sources:
Big Rocks & Relay Training, Burleson Google classroom Donated Funds

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 2: In 2020-21, Burleson will offer a job-embedded, personalized professional learning system for teachers.

Evaluation Data Sources: Coaching logs, student achievement growth

Summative Evaluation: None

Strategy 1: Burleson campus administrator will conduct a minimum of 5 documented walkthroughs and/or observation/feedback meetings per week. Relay and Big rocks will support the effectiveness of implementation.

Strategy's Expected Result/Impact: Through walkthoughs and observation feedback meetings Burleson Teachers will show accelerated growth in learning.

Staff Responsible for Monitoring: Principals & ICs

Title I Schoolwide Elements: 2.5

Problem Statements: None

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

Funding Sources: Big Rocks training & Relay Training, Burleson google classsroom. Donated Funds

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers

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Strategy 2: Strategy: Utilize Opportunity Culture to extend the reach of excellent teachers and their teams during 2020-2021.

Strategy's Expected Result/Impact: Flexibility in staffing will lead to improved student outcomes.

Staff Responsible for Monitoring: Principal

Title I Schoolwide Elements: 2.6

Problem Statements: None

TEA Priorities: Recruit, support, retain teachers and principals

Funding Sources: None

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 3: Burleson will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. Burleson will equip students to be adaptable in an ever-changing society.

Performance Objective 1: The percentage of students reading on grade level in grades K-2 will increase 4% from the BOY MAP to EOY MAP assessment.

Evaluation Data Sources: EOY MAP assessment

Summative Evaluation: None

Strategy 1: Burleson will follow district curriculum and literacy blocks to ensure student success.

Strategy's Expected Result/Impact: 4% increase in BOY to EOY MAP increase of students on grade level

Staff Responsible for Monitoring: ICs, Teachers & Principals

Title I Schoolwide Elements: 2.4, 2.5

Problem Statements: None

TEA Priorities: Build a foundation of reading and math

Funding Sources:
District curriculum Title One School-wide

ESF Levers: Lever 4: High-Quality Curriculum

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 2: 3rd grade reading "Meets" percentages will increase from 16% (2019 STAAR) to 26% as measured by the 2021 STAAR assessment.

Evaluation Data Sources: STAAR results

Summative Evaluation: None

Strategy 1: Burleson will follow district curriculum and literacy blocks to ensure student success.

Strategy's Expected Result/Impact: Burleson 3rd Meets scores will rise to 26%

Staff Responsible for Monitoring: ICs, Teachers & Principals

Title I Schoolwide Elements: 2.4, 2.5

Problem Statements: None

TEA Priorities: Build a foundation of reading and math

Funding Sources: district curriculum Title One School-wide

ESF Levers: Lever 4: High-Quality Curriculum

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 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3: 3rd grade math "Meets" percentages will increase from 21% (2019 STAAR) to 31% as measured by the 2021 STAAR assessment.

Evaluation Data Sources: STAAR results

Summative Evaluation: None

Strategy 1: Burleson will follow district curriculum and Number Talks to ensure student success.		
Strategy's Expected Result/Impact: Burleson 3rd Meets scores will rise to 31%		**Formative**
Staff Responsible for Monitoring: ICs, Teachers & Principals		**Oct**
Title I Schoolwide Elements: 2.4, 2.5	**Problem Statements:** None	**Jan**
TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	**Funding Sources:** district curriculum & number talks training Title One School-wide	**Mar**
ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction		**Summative**
		May

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 4: The percentage of students that Met Standard on all subjects/grades tested will increase from 25% (2019 STAAR) to 30% as measured by the 2021 STAAR assessment.

Evaluation Data Sources: STAAR results

Summative Evaluation: None

Strategy 1: Burleson will follow district curriculum, literacy block and Number Talks to ensure student success.		
Strategy's Expected Result/Impact: Burleson All subjects/grades Meets scores will rise to 30% **Staff Responsible for Monitoring:** ICs, Teachers & Principals **Title I Schoolwide Elements:** 2.4, 2.5 **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	**Problem Statements:** None **Funding Sources:** district curriculum, literacy block and Number Talks training Title One School-wide	**Formative** **Oct** **Jan** **Mar** **Summative** **May**

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 5: The percentage of students meeting or exceeding the growth target will increase from 63% (2019 STAAR) to 75% as measured by the 2021 STAAR assessment.

Evaluation Data Sources: STAAR results

Summative Evaluation: None

Strategy 1: Burleson will follow district curriculum, monitor virtual learning with MAP testing and daily teacher contact, literacy block and Number Talks to ensure student success.

Strategy's Expected Result/Impact: Burleson growth scores will rise to 75%

Staff Responsible for Monitoring: ICs, Teachers & Principals

Title I Schoolwide Elements: 2.4, 2.5

Problem Statements: None

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

Funding Sources: district curriculum, literacy block and Number Talks training Title One School-wide

ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 6: Implement innovative instructional models which enable personalized learning for all students.

Evaluation Data Sources: Lesson plans, walkthoughs, MAP growth assessments

Summative Evaluation: None

Strategy 1: Implement assessment models that ensure teachers and students are able to monitor their learning and growth. Assessment models will include the following: MAP Growth Assessments, Formative Assessments, and Aggressive Monitoring

Strategy's Expected Result/Impact: Student achievement improves as teachers and students monitor growth together.

Staff Responsible for Monitoring: ICs, Teachers, Principals

Title I Schoolwide Elements: 2.4

Problem Statements: None

TEA Priorities: Improve low-performing schools

Funding Sources: MAP Training Title One School-wide

ESF Levers: Lever 2: Effective, Well-Supported Teachers

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Strategy 2: Implement research based instructional models which enable personalized learning for all students, including the following: Blended Learning, Balanced Literacy, Enriched Advanced Academics, and/or Project Based Learning

Strategy's Expected Result/Impact: student achievement increase on STAAR and MAP tests.

Staff Responsible for Monitoring: Teachers, ICs, Principals

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: None

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

Funding Sources: Training on instructional models and technology Title One School-wide

ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

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Strategy 3: Principal will implement Professional Learning Communities (PLCs) where teams implement the Data-Driven Instructional process, develop TEKS knowledge (Know/Show charts), implement the coaching model of Observation/Feedback, and plan for student mastery of learning objectives through a personalized learning path

Strategy's Expected Result/Impact: Increase in STAAR & MAP scores at EOY

Staff Responsible for Monitoring: Principals and ICs

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: None

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

Funding Sources:
Big rocks and relay training Donated Funds

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

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Targeted Support Strategies

Goal	Objective	Strategy	Description
1	5	9	Burleson will follow ECISD guidelines for serving Migrant, GT and ELL students and supporting college and career readiness.

Campus Funding Summary

Donated Funds					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	1	1	Big Rocks & Relay Training, Burleson Google classroom		$0.00
2	2	1	Big Rocks training & Relay Training, Burleson google classsroom.		$0.00
3	6	3	Big rocks and relay training		$0.00
				Sub-Total	$0.00

Local					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	1	SEL training & kinder roundup.		$60.00
1	3	1	Google classroom, seesaw and class dojo		$0.00
1	4	1	SEL training and darkness to light training		$0.00
1	5	1	Darkness to light training & SEL training by counselor.		$0.00
1	6	1	cleaning supplies, maintenance items		$0.00
1	7	1	Big Rocks and Relay training, Google Classroom, techy tribe		$0.00
				Sub-Total	$60.00

Title One School-wide					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Student prizes, trophies to pass out to classes with highest attendance, attendance party.		$150.00
1	3	1	Big Rocks & relay training		$0.00
1	5	8			$500.00
3	1	1	District curriculum		$0.00
3	2	1	district curriculum		$0.00
3	3	1	district curriculum & number talks training		$0.00
3	4	1	district curriculum, literacy block and Number Talks training		$0.00

Title One School-wide					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	5	1	district curriculum, literacy block and Number Talks training		$0.00
3	6	1	MAP Training		$0.00
3	6	2	Training on instructional models and technology		$0.00
				Sub-Total	$650.00
				Grand Total	$710.00

Addendums

Ector County Independent School District

Burnet Elementary

Improvement Plan

2020-2021

Accountability Rating: Not Rated: Declared State of Disaster

Building a Strong Foundation

Mission Statement

Burnet Mission

Provide a Safe & Positive School Family

Promote Respectful Communication

Academic Excellence

Vision

Through a growth mindset we will create, maintain, and continually work to improve the school community and culture by creating new positive engaging experiences which are embraced through setting high expectations for all, growing ourselves professionally and personally, taking risks, and creating teacher leaders so that students are afforded a positive environment to grow academically, socially, and emotionally.

Campus Motto

Building a Strong Foundation

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Comprehensive Needs Assessment

Needs Assessment Overview

Burnet has struggled to meet the state expectations in all academic areas (Math, Reading, Science, and Writing). The campus has received an "F" rating 2 years in a row and based on the Spring 2020 district benchmark, Burnet was in risk of not meeting Domain I and Domain III. There was a slight possibility to meet domain II. The percentage of students achieving the "Meets" criteria continue to be low in all areas and has steadily declined from 2017 to 2019.

There was a high percentage of students reading below grade level, 27.9% reading 1+ below grade level, and 10.9% reading 2 years below grade level. Teacher feedback provided evidence of a lack of early reading assessments. Students in grades K-2nd did not perform assessment to determine students fluency with basic Math skills. The lack of data makes it difficult to be able to define the gap in the lower grades and how that could be impacting students performance with state assessments.

In terms of our demographics, enrollment at Burnet has remain steady during the last four years both as a campus and by grade level, ranging from 500-550 and around 100 per grade level. The enrollment by special populations has also remained in the last four years with the exception of Special Education which has been higher than the district and state average. Students participating in Special Education has increased by almost 4%. Our economic disadvantaged population is at 64.84% and our Hispanic students make up most of the students enrolled at 62.32%.

The high at-risk population is an indicator of the need for teacher to be able to plan and deliver differentiated instruction that takes into account the needs of our students.

Professional Learning Communities (PLC's) need to be designed in a way that time is maximized by ensuring that teachers are using data to make instructional decisions. Teacher will need to know their students and their academic needs by using multiple data sets. A well structured and consistent RTI process needs to be implemented in order to track student progress or failure to make progress. Tier II interventions also need to be defined and implemented.

The school needs to find a way to improve the way information is communicated to the parents. It is going to be crucial for parents to understand the accountability system, the RTI process, and how they can help and support their children academically.

Another area of need is attendance. Prior to COVID-19, Burnet's attendance rate was about 3% below the state's expectation of 97%, this area of need was impacted even more with COVID-19. Burnet teachers, parents and staff will need to understand the importance of ensuring that our students are present at all times (synchronous and asynchronous) to ensure that they are successful with the academic content.

Demographics

Demographics Summary

Demographics

The majority of the students for the 2019-20 school year were Hispanic 68%, followed by 22 % White, 5% Black 6% all other races. The male population was 5% than the female population. The economically disadvantaged population was at 68%. The Special Education percentage was 14% . Enrollment per grade level was very consistent ranging from 84 to 96 students. Mobility rate is 15.4%. Attendance is 95%.

Demographic Data by Grade Level 2019-2020

2019-2020 Gender

CAMPUS	GR	TOTAL STU	F		M	
104-BURNET ELEMENTARY SCHOOL	KG	96	41	42.71%	55	57.29%
	01	90	47	52.22%	43	47.78%
	02	85	39	45.88%	46	54.12%
	03	84	41	48.81%	43	51.19%
	04	84	39	46.43%	45	53.57%
	05	92	45	48.91%	47	51.09%
		531	**252**	47.46%	**279**	52.54%
TOT RPT:		**531**	**252**	47.46%	**279**	52.54%

2019-2020 Ethnicity

CAMPUS	GR	TOTAL STU	ASIAN		BLACK		HISPANIC		MULTI RACIAL		PACIFIC ISLANDER		WHITE	
104-BURNET ELEMENTARY SCHOOL	KG	96	2	2.08%	2	2.08%	67	69.79%	3	3.13%	1	1.04%	21	21.88%
	01	90	0	.00%	4	4.44%	61	67.78%	3	3.33%	1	1.11%	21	23.33%
	02	85	0	.00%	3	3.53%	60	70.59%	2	2.35%	3	3.53%	17	20.00%
	03	84	1	1.19%	3	3.57%	57	67.86%	2	2.38%	2	2.38%	19	22.62%
	04	84	0	.00%	9	10.71%	53	63.10%	1	1.19%	5	5.95%	16	19.05%
	05	92	1	1.09%	4	4.35%	65	70.65%	0	.00%	1	1.09%	21	22.83%
		531	**4**	.75%	**25**	4.71%	**363**	68.36%	**11**	2.07%	**13**	2.45%	**115**	21.66%
TOT RPT:		**531**	**4**	.75%	**25**	4.71%	**363**	68.36%	**11**	2.07%	**13**	2.45%	**115**	21.66%

2019-2020 Economically Disadvantaged

CAMPUS	GR	TOTAL STU	ECO DIS	
104-BURNET ELEMENTARY SCHOOL	KG	96	70	72.92%
	01	90	52	57.78%
	02	85	59	69.41%
	03	84	60	71.43%
	04	84	59	70.24%
	05	92	59	64.13%
		531	**359**	67.61%
TOT RPT:		**531**	**359**	67.61%

2019-2020 Special Programs - Special Education, English Language Acquisition, At-Risk, Homeless

CAMPUS	GR	TOTAL STU	GT		ELL		ESL		DENIAL		SPED		SPEECH		504		DYS		HOMELES	
104-BURNET ELEMENTARY SCHOOL	KG	96	0	.00%	5	5.21%	3	3.13%	2	2.08%	8	8.33%	6	6.25%	0	.00%	0	.00%	11	11.4
	01	90	3	3.33%	1	1.11%	2	2.22%	0	.00%	16	17.78%	10	11.11%	0	.00%	0	.00%	5	5.5
	02	85	1	1.18%	0	.00%	0	.00%	0	.00%	17	20.00%	9	10.59%	0	.00%	4	4.71%	5	5.8
	03	84	4	4.76%	5	5.95%	5	5.95%	0	.00%	10	11.90%	5	5.95%	0	.00%	2	2.38%	8	9.5
	04	84	6	7.14%	4	4.76%	4	4.76%	0	.00%	11	13.10%	3	3.57%	0	.00%	9	10.71%	4	4.7
	05	92	10	10.87%	5	5.43%	5	5.43%	0	.00%	14	15.22%	3	3.26%	1	1.09%	9	9.78%	3	3.2
		531	**24**	4.52%	**20**	3.77%	**19**	3.58%	**2**	.38%	**76**	14.31%	**36**	6.78%	**1**	.19%	**24**	4.52%	**36**	6.7
TOT RPT:		**531**	**24**	4.52%	**20**	3.77%	**19**	3.58%	**2**	.38%	**76**	14.31%	**36**	6.78%	**1**	.19%	**24**	4.52%	**36**	6.7

Demographic Data Summary (4 years) 2017-2020

Ethnic Distribution

Year	Total # Students	H	W	AA	2 or More	Pacific Islander	Asian
2019-2020	546	62.32%	21.98%	4.76%	1.83%	2.38%	0.73%
2018-2019	559	68.3%	23.1%	4.8%	1.6%	1.8%	0.4%
2017-2018	537	69.1%	20.5%	6.4%	1.9%	1.2%	0.0%
2016-2017	553	69.3%	18.8%	37.6%	1.9%	1.1%	0.9%

Enrollment (Total/Special Populations)

Year	Total # Students	SPED	LEP	GT	EcoDis
2019-2020	546	17.93%	4.5%	4.58%	64.84%

Enrollment (Total/Special Populations)					
2018-2019	559	14.3%	3.6%	4.7%	65.7%
2017-2018	537	11.2%	3.8%	6.0%	61.47%
2016-2017	553	11%	3.5%	4.8%	62.5%

Mobility Rate

	Campus	District
2019-2020	Not Available	Not Available
2018-2019	15.4%	18.5%
2017-2018	17.1%	16.7%
2016-2017	17.6%	19.6%

**Mobility rates for the 2019-2020 school year are not available. TEA reports lag a year.

Attendance Rates

	Campus	District
2019-2020	95.4%	94.2%
2018-2019	94.5%	90.6%
2017-2018	93.7%	91.5%

	Campus	District	State
Class Size Averages by Grade or Subject			
Elementary			
Kindergarten	20.3	20.2	18.9
Grade 1	22.7	21.0	18.8
Grade 2	16.8	20.0	18.7
Grade 3	18.3	19.9	18.9
Grade 4	18.8	20.4	19.2
Grade 5	26.5	22.6	21.2

Demographics Strengths

Overall enrollment at Burnet has remained stable for the last three years, this hold true for the sub-populations. Our highest ethnic group enrolled is our Hispanic students which correlate with the general population of Odessa. When looking at Gender, both our male and female population is distributed equally.

Even though our attendance rates are lower than the State when we compare with the district we are slightly higher.

Burnet does have a high percentage of At-Risk students, Homeless, Economically Disadvantaged, and Special Education students. Awareness of the needs of these populations will need to take place to ensure that the needs of the students identified in one of these sub-groups is being met not just academically but emotionally as well.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The percentage of Special Education students is considerably higher than that of the district and the state, 17.3 %. Some Grade levels have higher percentage of Special Education students (1st and 2nd Grade). **Root Cause:** RTI process was not implemented consistently. There was a lack of a Tier II intervention.

Problem Statement 2: Attendance is lower than the state and the district. **Root Cause:** Change of staff, failure to communicate expectations to parents, and lack of follow through with expectations has cause attendance to suffer.

Student Achievement

Student Achievement Summary

Burnet scores in our STAAR assessments have been dropping consistently. From 2017-18 to 2018-19 our overall scores dropped from 59 to 56. Domain I, Student Achievement dropped 2 points from 56 to 54. Domain II Dropped 5 points from 65 to 60. Domain III, Closing the Gaps, dropped from 51 to 46. Our STAAR performance on the Approaches Grade Level dropped from 57% to 54%, "Meets Grade Level from 26% to 22%, and Master Grade Level from 10% to 7%.

The lack of a consistent Response to Intervention (RTI) process did not allow for student needs to be tracked and addressed by teachers and administrators. Additionally there was a lack of Tier II intervention for both Reading and Math. Teachers felt the only way to help struggling students was to refer them to Special Education. Now Burnet has a Reading Specialist. Students will be able to get an additional layer of intervention before they are referred to Special Education. The campus is also assessing different modes of intervention for Math in order to define a Tier II intervention for students that are struggling in Math.

The district is now implementing two new programs Imagen Learning and Imagen Math that will be able to provide additional practice and data for teachers and help them create individual plans for the students that will zero in to the students academic deficiencies. Additionally, the school is looking for additional resources for intervention that teachers can use to provide additional face/face, teacher delivered intervention to the students.

Almost 40% of students in 4th grade and almost 60% of students in 3rd grade are reading below grade level. Student's reading on level has become a priority for Burnet. Students reading level affects their comprehension and in turn affects their performance in other content areas. PK-2nd grade will assess and monitor reading progress (fluency, accuracy, comprehension) frequently and plans to intervene early will be put in place. Reading will be promoted and students will be motivated to read.

The instructional team will research way to help students increase math fluency. Goals for students by grade level will be set and will be displayed to serve as reinforcement.

Science scores were 42% lower than the state and Writing scores were 14% lower than the state. Emphasis was given to Reading and Math due to the school's focus on Domain II. Although the focus will continue to be on growth, mastery of all content can't be ignored. The school needs to be looking at ways to meet the expectations on all three domains. Science and writing will be taught and monitored in all grade levels. Cross curricular reading and writing will be encouraged.

Reading Levels K-4th

Burnet Reading Levels Data 2019-2020				
	2 yrs below	1 yr below	Borderline (1-2 levels below)	On level or above
Kinder		33.3%		66.7%
1st		25.8%	11.3%	62.9%
2nd	14.2%	42.9%	9.4%	33.3%
3rd	20.0%	17.5%	30.0%	32.5%
4th	13.7%	20.5%	2.7%	63.0%
Total	10.9%	27.9%	11.8%	50.0%

STAAR DATA

3rd Grade

	Reading		
		3rd Grade	
	Approaches	Meets	Masters
2018	47.78%	17.78%	6.67%
2019	47.56%	15.85%	9.76%
2020 (Spring Benchmark)	56.63%	19.28%	8.43%

	Math		
		3rd Grade	
	Approaches	Meets	Masters
2018	47.78%	14.44%	8.89%
2019	41.46%	10.98%	3.66%
2020 (Spring Benchmark)	62.50%	21.25%	5.00%

4th Grade

	Reading		
		4th Grade	
	Approaches	Meets	Masters
2018	58.93%	34.82%	15.18%
2019	64.00%	31.00%	16.00%
2020 (Spring Benchmark)	59.04%	19.28%	7.23%

	Math		
		4th Grade	
	Approaches	Meets	Masters
2018	68.14%	30.97%	13.27%
2019	57.00%	23.00%	12.00%
2020 (Spring Benchmark)	43.21%	16.05%	3.70%

	Writing		
		4th Grade	
	Approaches	Meets	Masters
2018	55.75%	33.63%	7.08%
2019	44.00%	16.00%	2.00%
2020 (Spring Benchmark)	43.90%	18.29%	2.44%

5th Grade

	Reading		
		5th Grade	
	Approaches	Meets	Masters
2018	54.96%	26.13%	5.41%
2019	57.01%	28.97%	3.74%
2020 (Spring Benchmark)	46.39%	25.77%	9.28%

	Math		
		5th Grade	
	Approaches	Meets	Masters
2018	62.16%	30.63%	11.71%
2019	53.27%	25.23%	9.35%
2020 (Spring Benchmark)	34.02%	12.37%	3.09%

	Science		
		5th Grade	
	Approaches	Meets	Masters
2018	51.79%	17.86%	5.36%
2019	38.89%	15.74%	3.70%
2020 (Spring Benchmark)	21.74%	6.52%	1.09%

3 Year STAAR Data - All Grades/Content

Reading - Campus, District, State

	All Grades								
	Approaches	District	State	Meets	District	State	Masters	District	State
2017	60.00%	57.00%	72.00%	29.00%	29.00%	44.00%	14.00%	10.00%	19.00%
2018	55.00%	60.00%	74.00%	25.00%	31.00%	46.00%	10.00%	10.00%	19.00%
2019	61.00%	61.00%	75.00%	27.00%	32.00%	48.00%	9.00%	11.00%	21.00%
2020 (Spring Benchmark)	59.04%			19.28%			7.23%		

Math - Campus, District, State

	All Grades								
	Approaches	District	State	Meets	District	State	Masters	District	State
2017	69.00%	64.00%	79.00%	33.00%	27.00%	46.00%	12.00%	22.00%	24.00%
2018	61.00%	67.00%	81.00%	27.00%	30.00%	50.00%	12.00%	11.00%	24.00%
2019	55.00%	67.00%	82.00%	21.00%	32.00%	52.00%	8.00%	13.00%	26.00%
2020 (Spring Benchmark)	43.21%			16.05%			3.70%		

Writing - Campus, District, State

	All Grades								
	Approaches	District	State	Meets	District	State	Masters	District	State

2017		50.00%	67.00%		22.00%	36.00%		5.00%	11.00%
2018	58.00%	52.00%	66.00%	36.00%	27.00%	41.00%	7.00%	6.00%	13.00%
2019	44.00%	52.00%	68.00%	16.00%	23.00%	38.00%	2.00%	6.00%	14.00%
2020 (Spring Benchmark)	43.90%			18.29%			2.44%		

Science - Campus, District, State									
	All Grades								
	Approaches	District	State	Meets	District	State	Masters	District	State
2017	68	69	79	26	49	35	7	9	19
2018	54	71	80	19	36	51	6	11	23
2019	39	69	81	16	36	54	3	12	25
2020 (Spring Benchmark)	21.74			6.52			1.09		

2019 STAAR Data

Overall and By Special Populations

2019 STAAR Performance Data Table
BURNET EL (068901104) - ECTOR COUNTY ISD

All Subjects										
Percent of Tests										
% at Approaches GL Standard or Above	54%	42%	53%	56%	-	100%	40%	79%	46%	53%

% at Meets GL Standard or Above	22%	8%	20%	29%	-	33%	20%	29%	16%	10%	
% at Masters GL Standard	7%	3%	7%	10%	-	0%	0%	7%	4%	0%	
ELA/Reading											
Percent of Tests											
% at Approaches GL Standard or Above	61%	50%	60%	63%	-	*	*	80%	54%	67%	
% at Meets GL Standard or Above	27%	19%	26%	31%	-	*	*	20%	21%	20%	
% at Masters GL Standard	9%	6%	7%	14%	-	*	*	20%	5%	0%	
Mathematics											
Percent of Tests											
% at Approaches GL Standard or Above	55%	44%	54%	61%	-	*	*	80%	47%	40%	
% at Meets GL Standard or Above	21%	0%	19%	31%	-	*	*	40%	16%	0%	
% at Masters GL Standard	8%	0%	9%	11%	-	*	*	0%	4%	0%	
Writing											
Percent of Tests											
% at Approaches GL Standard or Above	44%	*	44%	48%	-	*	*	-	37%	40%	
% at Meets GL Standard or Above	16%	*	13%	26%	-	*	*	-	14%	0%	
% at Masters GL Standard	2%	*	2%	4%	-	*	*	-	0%	0%	
Science											
Percent of Tests											
% at Approaches GL Standard or Above	39%	*	36%	38%	-	*	*	*	25%	60%	
% at Meets GL Standard or Above	16%	*	13%	21%	-	*	*	*	7%	20%	
% at Masters GL Standard	3%	*	3%	4%	-	*	*	*	0%	0%	

3rd Grade

		State	District	Campus	Econ Disadv	Non-Econ Disadv	Male	Female	Special Ed	Non-Special Ed	At Risk	Non-At Risk	Migrant	Non-Migrant
STAAR Performance Rates by Tested Grade, Subject, and Performance Level														
Grade 3 Reading														
At Approaches Grade Level or Above	2019	75%	66%	**50%**	44%	62%	49%	49%	31%	53%	23%	68%	-	50%
	2018	77%	69%	**46%**	35%	58%	45%	46%	21%	49%	27%	49%	-	46%
At Meets Grade Level or Above	2019	44%	34%	**18%**	15%	24%	16%	21%	19%	17%	3%	27%	-	18%
	2018	43%	31%	**11%**	7%	17%	11%	12%	0%	13%	0%	13%	-	11%
At Masters Grade Level	2019	27%	19%	**10%**	9%	12%	7%	14%	13%	9%	3%	15%	-	10%
	2018	24%	16%	**8%**	4%	13%	8%	8%	0%	9%	0%	9%	-	8%
Grade 3 Mathematics														
At Approaches Grade Level or Above	2019	78%	65%	**41%**	35%	53%	40%	42%	38%	42%	20%	55%	-	41%
	2018	77%	68%	**44%**	37%	52%	43%	44%	0%	51%	27%	47%	-	44%
At Meets Grade Level or Above	2019	48%	35%	**15%**	9%	26%	12%	16%	19%	14%	0%	24%	-	15%
	2018	46%	35%	**15%**	11%	21%	21%	10%	0%	18%	13%	16%	-	15%
At Masters Grade Level	2019	24%	15%	**5%**	1%	12%	5%	5%	6%	5%	0%	8%	-	5%
	2018	22%	15%	**8%**	0%	17%	11%	4%	0%	9%	0%	9%	-	8%

4th Grade

		State	District	Campus	Econ Disadv	Non-Econ Disadv	Male	Female	Special Ed	Non-Special Ed	At Risk	Non-At Risk	Migrant	Non-Migrant
	2018	22%	15%	**8%**	0%	17%	11%	4%	0%	9%	0%	9%	-	8%
Grade 4 Reading														
At Approaches Grade Level or Above	2019	74%	63%	**64%**	60%	70%	58%	69%	26%	75%	48%	88%	-	64%
	2018	72%	59%	**60%**	55%	65%	65%	55%	39%	64%	40%	87%	-	60%
At Meets Grade Level or Above	2019	43%	33%	**31%**	26%	41%	32%	31%	13%	37%	11%	61%	-	31%
	2018	45%	33%	**36%**	28%	47%	40%	32%	33%	36%	21%	57%	-	36%
At Masters Grade Level	2019	21%	14%	**16%**	11%	24%	18%	13%	4%	19%	0%	39%	-	16%
	2018	23%	15%	**15%**	9%	22%	19%	11%	6%	17%	3%	32%	-	15%
Grade 4 Mathematics														
At Approaches Grade Level or Above	2019	74%	63%	**57%**	52%	65%	62%	52%	22%	67%	36%	88%	-	57%
	2018	77%	67%	**69%**	62%	78%	69%	68%	47%	73%	51%	94%	-	69%
At Meets Grade Level or Above	2019	46%	33%	**24%**	22%	27%	32%	15%	4%	29%	7%	49%	-	24%
	2018	48%	35%	**32%**	33%	31%	37%	29%	21%	34%	6%	70%	-	32%
At Masters Grade Level	2019	27%	17%	**12%**	8%	19%	20%	4%	0%	15%	2%	27%	-	12%
	2018	26%	16%	**13%**	12%	14%	13%	13%	5%	15%	1%	30%	-	13%
Grade 4 Writing														
At Approaches Grade Level or Above	2019	66%	53%	**44%**	38%	54%	46%	42%	26%	49%	28%	68%	-	44%
	2018	62%	52%	**57%**	50%	65%	50%	62%	26%	63%	40%	81%	-	57%
At Meets Grade Level or Above	2019	34%	22%	**17%**	14%	22%	18%	15%	13%	18%	3%	37%	-	17%
	2018	38%	28%	**35%**	33%	37%	35%	35%	21%	38%	13%	66%	-	35%
At Masters Grade Level	2019	11%	5%	**2%**	0%	5%	2%	2%	0%	3%	0%	5%	-	2%
	2018	11%	6%	**7%**	5%	10%	4%	10%	5%	7%	0%	17%	-	7%

5th Grade

		State	District	Campus	Econ Disadv	Non-Econ Disadv	Male	Female	Special Ed	Non-Special Ed	At Risk	Non-At Risk	Migrant	Non-Migrant
Grade 5 Reading^														
At Approaches Grade Level or Above	2019	86%	75%	**67%**	59%	80%	65%	69%	23%	73%	43%	93%	-	67%
	2018	83%	70%	**63%**	56%	76%	59%	67%	15%	69%	41%	96%	-	63%
At Meets Grade Level or Above	2019	53%	38%	**31%**	25%	39%	29%	33%	8%	34%	10%	61%	-	31%
	2018	53%	37%	**26%**	23%	32%	25%	27%	8%	29%	7%	54%	-	26%
At Masters Grade Level	2019	29%	16%	**4%**	0%	5%	4%	4%	0%	4%	0%	9%	-	4%

	2018	26%	13%	**5%**	7%	2%	3%	7%	0%	6%	0%	13%	-	5%
Grade 5 Mathematics^															
At Approaches Grade Level or Above	2019	89%	80%	**65%**	56%	80%	65%	65%	8%	73%	46%	93%	-	65%
	2018	90%	81%	**68%**	62%	78%	64%	71%	46%	70%	51%	91%	-	68%
At Meets Grade Level or Above	2019	57%	42%	**27%**	17%	41%	27%	27%	8%	30%	8%	55%	-	27%
	2018	57%	41%	**31%**	29%	34%	31%	31%	8%	34%	9%	63%	-	31%
At Masters Grade Level	2019	36%	23%	**9%**	5%	16%	13%	5%	0%	11%	2%	20%	-	9%
	2018	30%	17%	**12%**	11%	15%	10%	15%	8%	13%	0%	30%	-	12%
Grade 5 Science															
At Approaches Grade Level or Above	2019	74%	58%	**39%**	25%	58%	45%	33%	8%	43%	17%	69%	-	39%
	2018	75%	65%	**52%**	47%	63%	53%	51%	23%	56%	31%	83%	-	52%
At Meets Grade Level or Above	2019	48%	32%	**16%**	6%	29%	17%	15%	0%	18%	2%	36%	-	16%
	2018	40%	27%	**19%**	15%	25%	21%	16%	8%	20%	3%	41%	-	19%
At Masters Grade Level	2019	23%	14%	**4%**	0%	9%	6%	2%	0%	4%	0%	9%	-	4%

Student Achievement Strengths

The Reading scores improved in 2019 and were comparable to the district scores. The Reading spring district benchmark pointed to continuing improvement in Reading across the grade levels.

The 2019 scores and 2020 benchmark showed that 3rd grade studens were scoring above the the rest of the grade levels in both Reading and Math. Even though 4th grade students scores were lower on the benchmark this was was not a true picture of the progress since the benchmark was early and not all standards had been taught.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): 50% of students are reading below grade level. **Root Cause:** Basic Reading skills have not been emphasized and tracked to ensure measurable progress.

Problem Statement 2 (Prioritized): Lesson plans lacked the rigor needed to ensure that students were successful. **Root Cause:** PLCs were not structured to allow for discussion about state's student expectations and the use of data to make decisions.

Problem Statement 3 (Prioritized): STAAR Math scores are on the "Approaches Grade Level" are27% lower than the state. **Root Cause:** Lack of rigor in instruction and lack of individualized intervention plans.

Problem Statement 4 (Prioritized): "Approaches Grade Level" STAAR Science scores are 42% lower than the state. **Root Cause:** Science has not been emphasized in all grade levels.

Problem Statement 5 (Prioritized): "Approaches Grade Level" STAAR Writing scores are 24% lower than the state. **Root Cause:** Writing has not been emphasized in all grade levels.

Problem Statement 6 (Prioritized): The lack of infrastructure in some of the Odessa areas hinders the opportunity for students to engage in asynchronous learning from home. **Root Cause:** Lack of access to internet/connectivity.

Problem Statement 7: "Approaches Grade Level" STAAR Reading Scores are 14% lower than the state. **Root Cause:** 50% of students are reading below grade level.

Problem Statement 8: Economically Disadvantaged students are performing about 20% lower than the non-economically disadvantaged. **Root Cause:** Sub-populations are not closely monitored.

School Culture and Climate

School Culture and Climate Summary

Burnet had an average of 550 students for the 2019-20 school year. Enrollment for the 20-21 school year could be impacted by COVID-19. The need to provide different modes of instruction will bring new opportunities as well as new challenges.

Attendance will be one of those challenges. Burnet had 105 students that had 10 absences or more during the 2019-2020 school year (this prior to COVID 19). Out of those students 17 had more then 20 absences that were non medical. There is a need to educate parents on the importance of attendance as well as the need to follow through on the district procedures when parents are not meeting the attendance requirements. Ways to promote attendance and ways of rewarding students that come to school everyday will need to be established so that student can understand why being in school is important to their education.

Burnet Number of Absences by Grade Level 2019-2020

	1 to 4	5 to 10	11 to 15	16 to 19	20+
Kinder	39	26	9	5	5
1st	29	31	16	5	2
2nd	31	23	18	2	4
3rd	41	23	10	0	1
4th	36	24	10	0	3
5th	61	37	10	3	2
Total	237	164	73	15	17

At Burnet RTI has been seen as a mode/requirement to refer students to Special Education instead of a way to keep students out of it. There is a correlation in the high number of RTI and SPED refererral by grade level. RTI paperwork lack "SMART" goals and specific data that shows progress or lack of progress. RTI referral criterial will be developed and all staff will be trained on the RTI expectations.

2019-2020 RTI

Kinder		1
1st		12
2nd		8
3rd		8
4th		9
5th		9
Total		47

There were 13 discipline reports that were reported to on PEIMS. 6 were in-school suspensions and 7 out of school. The need to establish a strong Positive Behavior Intervention and Support system is evident. The need is even grater with over 60% of the teachers and staff being new to education.

2019-2020 Discipline Reports

In School Suspencion		6
Out of School Suspencion		7
Total		13

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School Culture and Climate Strengths

Despite the high turnover of school personnel, Burnet has a strong sense of community. Parents and students continue to value the Burnet traditions and want what is best for their school. The high number of new staff will allow the opportunity to establish process and procedures that will allow the school system to funcion more effectively.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1 (Prioritized): 13 suspensions both in-school and out-of-school. **Root Cause:** Lack of Positive Behavior Intervention Models

Problem Statement 2: 20% of the students had 10 absences or more **Root Cause:** Lack of parent education on the importance of attendance

Problem Statement 3: 14.3% of students in Special Education. **Root Cause:** Lack of RTI process and procedures.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

ECISD utilizes a variety of recruiting strategies to grow staff; including, alternative certification programs, college fairs, district and interstate teacher fairs. Additionally, the district posts available positions on a variety of websites. ECISD undergoes a hiring process which ensures that candidates are credentialed for the positions they are seeking. Rretention strategies include longevity pay, stipends for special program areas, and stipends for education beyond position requirement. Finally, the district uses staff recognition programs in conjunction with other retention strategies.

Professional development both at the district and campus level provide staff with the tools needed to intervene and enrich the learning of all subgroups. This school year Burnet will have 3 experienced instructional specialists and a Reading teacher. In addition the district will be rolling-out a mentoring program to help and support new teachers. A new Counselor has also been hired to support students, parents and teachers with academic and social/emotional needs.

Burnet has had a high percentage of turn over of teachers and staff. The turn over in teachers has been about 40% but this year is at 63%. Out of the 63% of new teachers to the campus 46% have no experience in teaching and are going through an alternative certification program.

Burnet has had a change of Principal almost every year. The assistant principal had been consistent for the last 4 years until this year. This year both the administrators are new.

It is going to be crucial for the administration to provide support and mentorship at the campus level. Staff development and immediate feedback will have to be provided to teachers as they grow their craft.

2018-19 Teacher/Staff Data

EMPLOYEES			
	Administrators (Principals/Asst. Prin)	Teachers	Instructional Paraprofessionals (Aides)
14/15	2	44	4
15/16	2	34	4
16/17	2	31	5
17/18	2	33	5
18/19	3	37	5
19/20	2	30	3

EMPLOYEE RETENTION PERCENTAGES

% Remained From Year To Year	Administrators (Principals/Asst. Prin)	Teachers	Instructional Paraprofessionals (Aides)
14/15 to 15/16	100.00%	93.10%	50.00%
15/16 to 16/17	0.00%	79.41%	50.00%
16/17 to 17/18	100.00%	74.19%	40.00%
17/18 to 18/19	66.67%	62.16%	60.00%
18/19 to 19/20	66.67%	64.86%	40.00%

TEACHER EXPERIENCE					
Total Professional Any District	Percent with 0 Years	Percent with 1-5 Years	Percent with 6 -10 Years	Percent with > 10 Years	Percent of Teachers W/Masters Degree
14/15	9.09%	40.91%	15.91%	34.09%	11.36%
15/16	2.94%	29.41%	29.41%	38.24%	11.76%
16/17	6.45%	38.71%	25.81%	29.03%	12.90%
17/18	9.09%	36.36%	24.24%	30.30%	9.09%
18/19	2.70%	29.73%	27.03%	40.54%	24.32%
19/20	0.00%	23.33%	26.67%	50.00%	23.33%

Staff Quality, Recruitment, and Retention Strengths

Burnet has 3 experienced instructional specialist that will be able to provide support to teachers in their instructional and content knowledge development.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 2: 46 % of teachers with no or limited experience. **Root Cause:** High turnover of teachers and lack of certified candidates.

Problem Statement 3: Limited understanding of district and campus initiatives. **Root Cause:** Lack of consistency in administration and instructional specialist.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

The 2019 STAAR assessment and the district 2020 Spring Benchmark demonstrates that Burnet has instructional weakness in all areas but the area that shows the biggest weakness is the area of Math.

Burnet does not have a strategic method of monitoring student progress in the areas of Math, Reading, and Science. This lack of progress monitoring has limited the ability to pin point student's academic weakness. Additionally there has been an inconsistency with district and campus program implementation. In addition, lesson planning has been conducted in isolation and not as a grade level. Teachers have not had opportunities to plan vertically and this has also negatively impacted curriculum alignment.

For the school year 2020-21, emphasis will need to be placed on teachers becoming proficient with the TEKS, the use of the Texas Resource System (TRS), and Lead4ward documents.

Curriculum, Instruction, and Assessment Strengths

Burnet uses instructional specialist to support teachers and uses Eduphoria to desegregate data.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): Lesson plans lacked the rigor needed to ensure that students were successful. **Root Cause:** PLCs were not structured to allow for discussion about state's student expectations and the use of data to make decisions.

Problem Statement 2 (Prioritized): 50% of students are reading below grade level. **Root Cause:** Basic Reading skills have not been emphasized and tracked to ensure measurable progress.

Problem Statement 3 (Prioritized): STAAR Math scores are on the "Approaches Grade Level" are27% lower than the state. **Root Cause:** Lack of rigor in instruction and lack of individualized intervention plans.

Problem Statement 4 (Prioritized): "Approaches Grade Level" STAAR Science scores are 42% lower than the state. **Root Cause:** Science has not been emphasized in all grade levels.

Problem Statement 5 (Prioritized): "Approaches Grade Level" STAAR Writing scores are 24% lower than the state. **Root Cause:** Writing has not been

emphasized in all grade levels.

Problem Statement 6 (Prioritized): The lack of infrastructure in some of the Odessa areas hinders the opportunity for students to engage in asynchronous learning from home. **Root Cause:** Lack of access to internet/connectivity.

Parent and Community Engagement

Parent and Community Engagement Summary

Burnet offers several opportunities during the school year for parents and community members to be involved in students' learning. Some of the parent involvement opportunities offered had been: Meet the Teacher, Burnet block party, reading and math nights, reading celebrations, awards assemblies, monthly music programs, book fair family night, parent orientations, Title I parent conferences including compact and parent utility discussions, AVID night, technology night, and the Fall Festival.

For the year 2020-21, Burnet will face the challenge of developing and implementing parent engagement activities that take into consideration the impact of COVID-19 and still ensure that parent involvement continues to be one the schools areas of emphasis.

Parent and Community Engagement Strengths

We have had success with our social media platforms this year and parents knowing more of school events through Facebook, Twitter, and the use of the Blackboard Communication System. Burnet's alumni continue to support Burnet and have a deep sense of belonging. Burnet has a strong PTA that supports the campus goals.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): 13 suspensions both in-school and out-of-school. **Root Cause:** Lack of Positive Behavior Intervention Models

Problem Statement 2: Lack of data on parental involvement to help determine need. **Root Cause:** Turn over of administration and lack of documentation.

School Context and Organization

School Context and Organization Summary

Burnet had an average of 550 students for the 2019-20 school year. Enrollment for the 20-21 school year could be impacted by COVID-19. The need to provide different modes of instruction will bring new opportunities as well as new challenges.

For the 2020-21 Burnet will add Pre-K program to the campus. There will be 29 teachers PK-5th, 2 special education teachers that will provide students resource and inclusion services, 1 behavior support teacher and 1 paraprofessionals, 1 music teacher, 1 media specialist, and a P.E. Coach with an aide. Dyslexia and 504 services, special education services, speech therapy, and SAS counseling will be provided throughout the school year.

This year Burnet will have 16 new teachers that will need guidance and support to ensure that they have a strong beginning as educators. In addition, all administrative staff (Principal, Assistant Principal, Counselor, and Instructional Specialists) and office personnel (Secretary and Registrar) are also new.

Burnet will continue to include a 45 minute intervention block to ensure that Tier II interventions are implemented with consistency. PLC time will be 90 minutes instead of 45 minutes to allow for meaningful conversations and data desegregation. The 90 minute PLC block will not impact instructional time.

Even though there were committees established in prior years, there was a lack of follow-through with the meetings. This school year, a committees will be set at the beginning of the school year and expectations will be set for every committee. Minutes of the meetings will be shared with all the campus to ensure the flow of communication and to allow the faculty and staff to be informed.

A committee meeting schedule has been developed to assist with communication and consistency of meeting times.

The employee handbook has been updated to communicate the teacher and staff expectations in writing and to increase compliance with those expectations.

Student expenditure per student is lower than the district and the state. It will be important to understand how budget decisions affect the way funding is distributed and how decisions can be more student centered.

	Campus	District	State
	467		

Expenditures per Student			
Total Operating Expenditures	$5,924	$8,298	$9,844
Instruction	$4,250	$4,577	$5,492
Instructional Leadership	$148	$127	$155
School Leadership	$477	$553	$576

School Context and Organization Strengths

The master schedule has been redesigned to facilitate teachers and staff the ability to communicate and learn from each other through grade level meetings, PLC meetings, and other meetings

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1 (Prioritized): Lesson plans lacked the rigor needed to ensure that students were successful. **Root Cause:** PLCs were not structured to allow for discussion about state's student expectations and the use of data to make decisions.

Problem Statement 2 (Prioritized): Inconsistency with PLC and grade level meetings **Root Cause:** Lack of written plan and expectations.

Problem Statement 3: Student budget allotments are lower than the district and state. **Root Cause:** Lack of alignment in student needs and expenditures.

Technology

Technology Summary

Burnet will have at the start of the school year 2020-21 a device for each student. Students in grades 3rd-5th will receive Chromebooks and students PK-2nd will receive iPads. In addition all classrooms will be equipped with a document reader and a smart board. As a result of COVID-19, the district has rolled out technology initiatives and training to help support teachers with different platforms and programs that will assist both teachers and students transition with fluidity between asynchronous and synchronous learning.

About half of the parents 49% have chosen for their children to receive remote learning for the first 9 weeks of school. The master schedule has been designed to ensure that all teachers are given the opportunity to deliver asynchronous learning. As long as the parents are given the choice to have their students receive instruction on-line, teachers will team teach to allow them to provide asynchronous teaching half day and face to face (synchronous) teaching the other half of the day. Additionally, students will be given the opportunity to learn via the designated district platforms even if receiving face to face instruction. This will also allow teachers to practice and learn how to manage a true blended environment where technology can be used to enhance learning. The need to assess teacher's knowledge and staff development needs in terms of technology has come to the forefront. Teacher need to be provided training that will allow them to be proficient in both the use of tools and the understanding of how to leverage the technology.

Technology Strengths

All students will receive a device that will allow them to receive asynchrounous instruction at any time and any place.

Burnet will have the support of a technology instructial specialist from the district that will help and support teachers as they navigate through the intrecasies of doing a blended environment.

Problem Statements Identifying Technology Needs

Problem Statement 1 (Prioritized): The lack of infrastructure in some of the Odessa areas hinders the opportunity for students to engage in asynchronous learning from home. **Root Cause:** Lack of access to internet/connectivity.

Problem Statement 2 (Prioritized): 50% of students are reading below grade level. **Root Cause:** Basic Reading skills have not been emphasized and tracked to ensure measurable progress.

Problem Statement 3 (Prioritized): Teachers lack of knowledge of different platforms and asynchronous resources (tools in district adopted resources) **Root Cause:** Teachers did not have an understanding of what blended learning is, there was use of technology but technology was not used as an

instructional tool.

Priority Problem Statements

Problem Statement 2: Lesson plans lacked the rigor needed to ensure that students were successful.
Root Cause 2: PLCs were not structured to allow for discussion about state's student expectations and the use of data to make decisions.
Problem Statement 2 Areas: Student Achievement - Curriculum, Instruction, and Assessment - School Context and Organization

Problem Statement 3: 50% of students are reading below grade level.
Root Cause 3: Basic Reading skills have not been emphasized and tracked to ensure measurable progress.
Problem Statement 3 Areas: Student Achievement - Curriculum, Instruction, and Assessment - Technology

Problem Statement 5: STAAR Math scores are on the "Approaches Grade Level" are27% lower than the state.
Root Cause 5: Lack of rigor in instruction and lack of individualized intervention plans.
Problem Statement 5 Areas: Student Achievement - Curriculum, Instruction, and Assessment

Problem Statement 6: "Approaches Grade Level" STAAR Science scores are 42% lower than the state.
Root Cause 6: Science has not been emphasized in all grade levels.
Problem Statement 6 Areas: Student Achievement - Curriculum, Instruction, and Assessment

Problem Statement 7: "Approaches Grade Level" STAAR Writing scores are 24% lower than the state.
Root Cause 7: Writing has not been emphasized in all grade levels.
Problem Statement 7 Areas: Student Achievement - Curriculum, Instruction, and Assessment

Problem Statement 8: The lack of infrastructure in some of the Odessa areas hinders the opportunity for students to engage in asynchronous learning from

home.

Root Cause 8: Lack of access to internet/connectivity.

Problem Statement 8 Areas: Student Achievement - Curriculum, Instruction, and Assessment - Technology

Problem Statement 9: 13 suspensions both in-school and out-of-school.

Root Cause 9: Lack of Positive Behavior Intervention Models

Problem Statement 9 Areas: School Culture and Climate - Parent and Community Engagement

Problem Statement 11: Inconsistency with PLC and grade level meetings

Root Cause 11: Lack of written plan and expectations.

Problem Statement 11 Areas: School Context and Organization

Problem Statement 12: Teachers lack of knowledge of different platforms and asynchronous resources (tools in district adopted resources)

Root Cause 12: Teachers did not have an understanding of what blended learning is, there was use of technology but technology was not used as an instructional tool.

Problem Statement 12 Areas: Technology

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Quantifiable goals for student performance in reading and math PreK-3(HB 3)
- Campus goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- State and federal planning requirements
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Student Success Initiative (SSI) data for Grades 5 and 8
- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data

- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Class size averages by grade and subject
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Teacher/Student Ratio

Parent/Community Data

- Parent Involvement Rate

Support Systems and Other Data

- Organizational structure data
- Budgets/entitlements and expenditures data

Goals

Goal 1: Goal 1: Burnet will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 1: Annual student attendance will increase from 95.4% in 2020 to 97% in 2021.

Targeted or ESF High Priority

Evaluation Data Sources: Attendance data.

Summative Evaluation: None

Strategy 1: Communicate importance of school attendance to parents via parent link, social media (Facebook, Class Dojo, Twitter) and verbal/written communication.

Strategy's Expected Result/Impact: Increased attendance

Staff Responsible for Monitoring: Administration, Counselor, Teachers, and Attendance Clerk

Title I Schoolwide Elements: 2.5

Problem Statements: None

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

Funding Sources: None

ESF Levers: Lever 3: Positive School Culture

Formative
Oct
Jan
Mar
Summative
May

Strategy 2: Develop an attendance incentive plan that includes synchrounous and asynchornous models.

Strategy's Expected Result/Impact: Increased attendance

Staff Responsible for Monitoring: Administration, Counselors, Teachers and Attendance Clerk

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: None

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

Funding Sources: None

ESF Levers: Lever 3: Positive School Culture

Formative
Oct
Jan
Mar
Summative
May

Strategy 3: Establish an accountability structure for non-compliance of attendance policy.

Strategy's Expected Result/Impact: Increased attendance

Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Teachers, and Attendance Cler.

Title I Schoolwide Elements: 2.5

Problem Statements: None

TEA Priorities: Connect high school to career and college

Funding Sources: None

ESF Levers: Lever 3: Positive School Culture

Formative
Oct
Jan
Mar
Summative
May

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 2: Provide the environment conducive to all educational needs in conjunction with the development of a Long-Range Facilities Plan that will move the District forward in the future.

Evaluation Data Sources: Campus map and classroom set up.

Summative Evaluation: None

Strategy 1: All classrooms will set up in a way that allows for differentiated instruction.

Strategy's Expected Result/Impact: Increased student learning results

Staff Responsible for Monitoring: Administration

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: None

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

Funding Sources: None

ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Formative	Summative
Oct	
Jan	
Mar	May

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3: Provide differentiated processes for priority classrooms/students.

Evaluation Data Sources: Student performance data

Summative Evaluation: None

Strategy 1: Plan and implement effective transitions for Pre-K and 5th to maintain academic learning and support the social-emotional learning of students.

Strategy's Expected Result/Impact: Student readiness for subsequent grade levels

Staff Responsible for Monitoring: Administration, Counselor

Title I Schoolwide Elements: 2.6, 3.1

Problem Statements: None

TEA Priorities: Improve low-performing schools

Funding Sources: Materials for parent information nights Title One School-wide $850

ESF Levers: Lever 3: Positive School Culture

Formative
Oct
Jan
Mar
Summative
May

Strategy 2: Implement RTI process to identify and address the needs of struggling students as identified by district (Imagen Math/Imagen Reading, MAP/CIRCLE, district benchmarks) and campus assessments (Guided Reading/Math, campus developed assessments).

Strategy's Expected Result/Impact: RTI minutes

Staff Responsible for Monitoring: Administration, Counselor

Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.2

Problem Statements: None

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

Funding Sources: None

ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Formative
Oct
Jan
Mar
Summative
May

Strategy 3: Provide services by Reading Specialists to priority students.

Strategy's Expected Result/Impact: Improved reading scores in campus , district assessments and state assessments (PK-2nd 75% of students reading on level as measured by the DRA and 75% of student 3rd-5th meet the "Approaches Level" on the STAAR.

Staff Responsible for Monitoring: Administration, Teachers

Title I Schoolwide Elements: 2.6

Problem Statements: None

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

Funding Sources: None

ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Formative
Oct
Jan
Mar
Summative
May

Strategy 4: PLCs will focus on Data Driven Instruction (DDI) for the development of lesson plans and intervention plans.

Strategy's Expected Result/Impact: Improved student performance on campus and district assessments in both Math and Reading to 75%.

Staff Responsible for Monitoring: Administration, Instructional Specialists, and Teachers

Title I Schoolwide Elements: 2.5, 2.6

Problem Statements:
Student Achievement 2
Curriculum, Instruction, and Assessment 1
School Context and Organization 1

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

Funding Sources: None

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Formative
Oct
Jan
Mar
Summative
May

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Student Achievement

Problem Statement 3: Lesson plans lacked the rigor needed to ensure that students were successful. **Root Cause:** PLCs were not structured to allow for discussion about state's student expectations and the use of data to make decisions.

Curriculum, Instruction, and Assessment

Problem Statement 3: Lesson plans lacked the rigor needed to ensure that students were successful. **Root Cause:** PLCs were not structured to allow for discussion about state's student expectations and the use of data to make decisions.

School Context and Organization

Problem Statement 1: Lesson plans lacked the rigor needed to ensure that students were successful. **Root Cause:** PLCs were not structured to allow for discussion about state's student expectations and the use of data to make decisions.

Performance Objective 4: Burnet School will embed technology for anytime, anywhere teaching and learning.

Evaluation Data Sources: Lesson plans

Summative Evaluation: None

Strategy 1: Use technology resources that will enable students, teachers and leaders to implement and monitor personalized learning for all, including the following: Learning Management System (LMS) and Adaptive Technology.

Strategy's Expected Result/Impact: Increased student learning

Staff Responsible for Monitoring: Administration, Teachers

Title I Schoolwide Elements: 2.5

Problem Statements: None

TEA Priorities: None

Funding Sources: Supplemental assessments -DRA Title One School-wide $1,000

ESF Levers: None

Formative
Oct
Jan
Mar
Summative
May

Strategy 2: Provide one to one devices to all students (iPads/Chromebooks) to ensure access to Synchronous and Asynchronous instruction and provide college readiness.

Strategy's Expected Result/Impact: Increased student learning

Staff Responsible for Monitoring: Administration, Teachers

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

Funding Sources: None

ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Formative
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May

Strategy 3: Teachers will provide blended learning experiences on a daily basis to students.

Strategy's Expected Result/Impact: Students ability to fluidly transition from a synchronous to an asynchronous environment.

Staff Responsible for Monitoring: Administration, Teachers

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: None

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

Funding Sources: None

ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Formative
Oct
Jan
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Summative
May

Strategy 4: Students will use multiple platforms (ex: Seesaw, Google Classroom, Stem-scopes, Imagen Learning/Math).

Strategy's Expected Result/Impact: Students will be able to transition from synchronous to asynchronous learning fluidly in a manner that will aid them in their acquisition of the State standards.

Staff Responsible for Monitoring: Administration, Instruction Specialists

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: None

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

Funding Sources: None

ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Formative
Oct
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Summative
May

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 5: Develop the adult collective understanding and shared vision of Social Emotional Learning (SEL) that creates systemic change where SEL can thrive.

Evaluation Data Sources: Training sign-in sheets and reflections

Summative Evaluation: None

Strategy 1: Staff will engage in professional learning about SEL research and practice.

Strategy's Expected Result/Impact: Teacher and staff understanding of student's emotional needs and that way provide students differentiation according to their emotional needs.

Staff Responsible for Monitoring: Administrator, Teachers, Counselor

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture

Formative
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Summative
May

Strategy 2: Provide information to parents about campus focus for Social and Emotional Learning, including the framework for PBIS as part of the campus discipline plan.

Strategy's Expected Result/Impact: Decrease of students referrals, parent awareness of the importance of Social/Emotional learning.

Staff Responsible for Monitoring: Administration, counselors, teachers

Title I Schoolwide Elements: 3.1, 3.2

Problem Statements: None

TEA Priorities: Improve low-performing schools

Funding Sources: SEL materials for parents Title One School-wide $500

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative
Oct
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Summative
May

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 6: Burnet School will provide a safe and supportive learning environment.

Evaluation Data Sources: Campus safety plan, including SEL and PBIS framework

Summative Evaluation: None

Strategy 1: Awareness training for staff, students and parents will be provided in the area of sexual abuse and other maltreatment of children. All new staff will be trained during required new employee training on Darkness to Light, /Stewards of Child prevention program. Counselor will train all staff during on-campus professional development on prevention and reporting requirements. Required child abuse awareness posters for students will be displayed throughout campuses.

Strategy's Expected Result/Impact: Positive school culture as measured by parent, staff, and student surveys.

Staff Responsible for Monitoring: Administration, Counselor

Title I Schoolwide Elements: 3.1, 3.2

Problem Statements: None

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

Funding Sources: None

ESF Levers: Lever 3: Positive School Culture

Formative
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Summative
May

Strategy 2: All School and SAS counselors will be trained yearly in ECISD crisis response procedures. All campus staff will be trained yearly during campus professional development concerning ECISD suicide prevention response procedures.

Strategy's Expected Result/Impact: Development of a campus team made of 1 teacher per grade level, 1 office staff, 1 custodian, counselor, nurse and administrator that can respond to a school crisis.

Staff Responsible for Monitoring: Administration

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative
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Strategy 3: The ECISD comprehensive Guidance and Counseling curriculum will continue to be implemented in PK-12 to implement lessons that will include dating violence, child abuse, bullying, conflict resolution, substance abuse, self efficacy, decision making, behavior and other social-emotional topics.

Strategy's Expected Result/Impact: Provide a safe school environment for students and staff as measured by student/staff surveys.

Staff Responsible for Monitoring: Counselor

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

Formative
Oct
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Summative
May

Strategy 4: Student Assistance Services Counselors will provide trauma-informed counseling services to address the social-emotional needs of at-risk students.

Strategy's Expected Result/Impact: Student's success with academic expectations.

Staff Responsible for Monitoring: Counselor

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

Formative
Oct
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Summative
May

Strategy 5: Teacher discipline management programs will be evaluated for alignment to CHAMPS, PBIS, and Conscious Discipline practices (SEL body of work).

Strategy's Expected Result/Impact: Positive school culture as measured by discipline referrals and student surveys.

Staff Responsible for Monitoring: Administration, counselors, teachers

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative
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Strategy 6: Burnet will implement the district's freedom from bullying policy and procedures which includes how to prevent, identify, respond to and report bullying. Administrators will follow all legal requirements pertaining to incidents of bullying. School counselors will provide guidance lessons or implement programs to include bullying prevention.

Strategy's Expected Result/Impact: Ensure a safe and bully free environment for students.

Staff Responsible for Monitoring: Administration, Counselor

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: Improve low-performing schools

Funding Sources: None

ESF Levers: Lever 3: Positive School Culture

Formative
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Summative
May

Strategy 7: Burnet will develop a systems to disaggregate discipline data and monitor inequities.

Strategy's Expected Result/Impact: Insight to inequities in discipline issued. Data that will help campus staff make decision as to student needs.

Staff Responsible for Monitoring: Administration, Counselor

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: Improve low-performing schools

Funding Sources: None

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative
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Jan
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Summative
May

Strategy 8: All students will be provided free breakfast and lunch.

Strategy's Expected Result/Impact: Students will have a nutritious meal that will ensure that their basic needs are being met.

Staff Responsible for Monitoring: Administration and teachers.

Title I Schoolwide Elements: 2.5, 2.6

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: Lever 3: Positive School Culture

Formative
Oct
Jan
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Summative
May

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: Goal 2: Burnet will recruit, develop and retain highly-effective individuals who are invested in looking at tomorrow to inform their practices today.

Performance Objective 1: The campus teacher retention rate will increase from 31% in 2020 to 80% in 2021.

Targeted or ESF High Priority

Evaluation Data Sources: Teacher/Staff position report

Summative Evaluation: None

Strategy 1: Instructional Specialist will provide support to teachers in the DDI process, understanding of TEKS, lesson planning, classroom delivery of instruction and classroom management.

Strategy's Expected Result/Impact: Student performance results

Staff Responsible for Monitoring: Administration and Instructional Specialists

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements:
Student Achievement 2
Curriculum, Instruction, and Assessment 1
School Context and Organization 1

Funding Sources:
None

Formative	Summative
Oct	May
Jan	
Mar	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Student Achievement

Problem Statement 3: Lesson plans lacked the rigor needed to ensure that students were successful. **Root Cause:** PLCs were not structured to allow for discussion about state's student expectations and the use of data to make decisions.

Curriculum, Instruction, and Assessment

Problem Statement 3: Lesson plans lacked the rigor needed to ensure that students were successful. **Root Cause:** PLCs were not structured to allow for discussion about state's student expectations and the use of data to make decisions.

School Context and Organization

Problem Statement 1: Lesson plans lacked the rigor needed to ensure that students were successful. **Root Cause:** PLCs were not structured to allow for discussion about state's student expectations and the use of data to make decisions.

Performance Objective 2: In 2020-21, Burnet will offer a job-embedded, personalized professional learning system for teachers.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: T-TESS, Staff development sign-in sheets

Summative Evaluation: None

Strategy 1: Administrators will conduct a minimum of 5 documented walkthroughs and/or observation/feedback meetings per week.		
Strategy's Expected Result/Impact: Instruction that is rigorous and aligned to the TEKS as documented on the walk though data.		**Formative**
Staff Responsible for Monitoring: Administrators		**Oct**
Title I Schoolwide Elements: None	**Problem Statements:** None	**Jan**
TEA Priorities: Recruit, support, retain teachers and principals	**Funding Sources:** None	**Mar**
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction		**Summative**
		May

Strategy 2: Administrators and instructional coaches will attend RELAY training and implement strategies to support teachers.		
Strategy's Expected Result/Impact: Data driven instruction		**Formative**
Staff Responsible for Monitoring: Administration, Instruction Specialists		**Oct**
Title I Schoolwide Elements: 2.4, 2.5, 2.6	**Problem Statements:** None	**Jan**
TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools	**Funding Sources:** None	**Mar**
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction		**Summative**
		May

Strategy 3: Burnet will form partnerships with leading staff development consultants in order to provide a strong foundation for all teachers and staff.

Strategy's Expected Result/Impact: Lesson plans and instruction that demonstrate an alignment to the TEKS and differentiation according to the students' needs.

Staff Responsible for Monitoring: Administrators, instructional specialist

Title I Schoolwide Elements: 2.4, 2.6

Problem Statements: None

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

Funding Sources: Lead4forward, Region 18 Title One School-wide $10,000

ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative	Summative
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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 3: ECISD will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.

Performance Objective 1: The percentage of students reading on grade level in grades K-2 will increase 4% from the BOY MAP to EOY MAP assessment.

Evaluation Data Sources: MAP assessment data

Summative Evaluation: None

Strategy 1: Teacher will provide targeted reading support via small groups, individualized instruction, and computer-based resources.

Strategy's Expected Result/Impact: Increased number of students that are reading on level from 50% to 80% as measured by the DRA and Imagen Math assessments.

Staff Responsible for Monitoring: Administrator, Reading Specialist, Instructional Specialist, Teachers

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: None

TEA Priorities: Improve low-performing schools

Funding Sources:
Reading A-Z Title One School-wide $2,000

ESF Levers: Lever 5: Effective Instruction

Formative	Summative
Oct	May
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Strategy 2: Reading specialist will provide support to students and teachers in providing targeted reading support.

Strategy's Expected Result/Impact: Increased student reading skills

Staff Responsible for Monitoring: Reading Specialist, Administrators, Teachers

Title I Schoolwide Elements: 2.6

Problem Statements: None

TEA Priorities: Improve low-performing schools

Funding Sources:
None

ESF Levers: None

Formative	Summative
Oct	May
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Mar	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 2: 3rd grade reading "Meets" percentages will increase from 15.85% (2019 STAAR) to 40% as measured by the 2021 STAAR assessment.

Targeted or ESF High Priority

Evaluation Data Sources: STAAR results

Summative Evaluation: None

Strategy 1: Teachers will provide targeted reading support via small groups, individualized instruction, and computer-based resources.

Strategy's Expected Result/Impact: Increased student reading skills

Staff Responsible for Monitoring: Administration, Reading Specialist, Instructional Specialists, Teachers

Title I Schoolwide Elements: 2.4, 2.6

Problem Statements: None

TEA Priorities: Improve low-performing schools

Funding Sources: None

ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Formative
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Strategy 2: Instructional Specialists and Reading specialist will provide support to students and teachers in providing targeted reading support.

Strategy's Expected Result/Impact: Implementation of guided reading across all grade levels.

Staff Responsible for Monitoring: Instructional Specialist, Reading Specialist, Teachers

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: None

TEA Priorities: Build a foundation of reading and math

Funding Sources: None

ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Formative
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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 3: 3rd grade Math "Meets" percentages will increase from 10.98 % (2019 STAAR) to 40% as measured by the 2021 STAAR assessment.

Evaluation Data Sources: STAAR Results

Summative Evaluation: None

Strategy 1: Teachers will provide targeted support for math via small groups, individualized instruction, and computer-based resources.

Strategy's Expected Result/Impact: Increased percentage of students on the "Meets Level" expectation on STAAR from 10.98% to 40 %.

Staff Responsible for Monitoring: Instructional Specialists, Teachers

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: None

TEA Priorities: Improve low-performing schools

Funding Sources:
Guided Math resources- manipulatives, assessments Title One School-wide $1,000

ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Formative	Summative
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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 4: The percentage of students that Met Standard on all subjects/grades tested will increase from 22% (2019 STAAR) to 40% as measured by the 2021 STAAR assessment.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: STAAR Results

Summative Evaluation: None

Strategy 1: Extended day learning opportunities will be provided for students struggling in one or more subjects.

Strategy's Expected Result/Impact: 40% of students achieving the "Met" standard in the STAAR assessment.

Staff Responsible for Monitoring: Administration, Instructional Specialists, Teachers

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: None

TEA Priorities: Build a foundation of reading and math

Funding Sources:
Extra Duty pay for teachers Title One School-wide $4,000

ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Formative
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Strategy 2: Students will use writing in all content areas to improve their writing skills.

Strategy's Expected Result/Impact: Increased student writing skills

Staff Responsible for Monitoring: Administration, Instructional Specialists, Teachers

Title I Schoolwide Elements: 2.4, 2.5

Problem Statements: None

TEA Priorities: Improve low-performing schools

Funding Sources:
Student writing resources-foldables, Writer's Journal Title One School-wide $1,500

ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Formative
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May

Strategy 3: Students will be provided with standard based Science instruction on a regular basis.

Strategy's Expected Result/Impact: Increased STAAR scores from 38% to 70%.

Staff Responsible for Monitoring: Administration, Instructional Specialists, Teachers

Title I Schoolwide Elements: 2.4, 2.5

Problem Statements: None

TEA Priorities: None

Funding Sources:
Student ISN (Interactive Student Notebooks) Title One School-wide $1,760

ESF Levers: Lever 5: Effective Instruction

Formative	Summative
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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 5: The percentage of students meeting or exceeding the growth target will increase from 64% (2019 STAAR) to 75% as measured by the 2021 STAAR assessment.

Targeted or ESF High Priority

Evaluation Data Sources: STAAR Results

Summative Evaluation: None

Strategy 1: Teachers will establish learning objectives for students to target skills for individual growth projection.

Strategy's Expected Result/Impact: Increase in student growth targets as evident the district benchmarks and STAAR.

Staff Responsible for Monitoring: Administration, Teachers, RTI team

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: None

TEA Priorities: Improve low-performing schools

Funding Sources: Supplemental student workbooks (print/electronic) - Motivation Math/Reading/Science Title One School-wide $2,500

ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Formative
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Strategy 2: Parents will be educated in the accountability system and will be provided updates on the progress their child is doing towards meeting the objectives set by the state.

Strategy's Expected Result/Impact: Students meeting the 'Met" expectation

Staff Responsible for Monitoring: Administration, Counselor, Instructional Specialist, Teachers

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: Materials for Parent Information Nights (Math, Reading, Science) Title One School-wide $500

ESF Levers: None

Formative
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Summative
May

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 6: Implement innovative instructional models which enable personalized learning for all students.

Targeted or ESF High Priority

Evaluation Data Sources: None

Summative Evaluation: None

Strategy 1: Implement assessment models that ensure teachers and students are able to monitor their learning and growth. Assessment models will include the following: MAP Growth Assessments, Formative Assessments, and Aggressive Monitoring

Strategy's Expected Result/Impact: Increased student performance

Staff Responsible for Monitoring: Administration, Instructional Specialists, Reading Specialist, Teachers

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: None

TEA Priorities: Improve low-performing schools

Funding Sources: None

ESF Levers: Lever 5: Effective Instruction

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Strategy 2: Implement research based instructional models which enable personalized learning for all students, including the following: Blended Learning, Balanced Literacy, Enriched Advanced Academics, and/or Project Based Learning

Strategy's Expected Result/Impact: None

Staff Responsible for Monitoring: None

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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Strategy 3: Principal will implement Professional Learning Communities (PLCs) where teams implement the Data-Driven Instructional process, develop TEKS knowledge (Know/Show charts), implement the coaching model of Observation/Feedback, and plan for student mastery of learning objectives through a personalized learning path

Strategy's Expected Result/Impact: Increased teacher capacity for Data-Driven Instruction

Staff Responsible for Monitoring: Administration

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative	Summative
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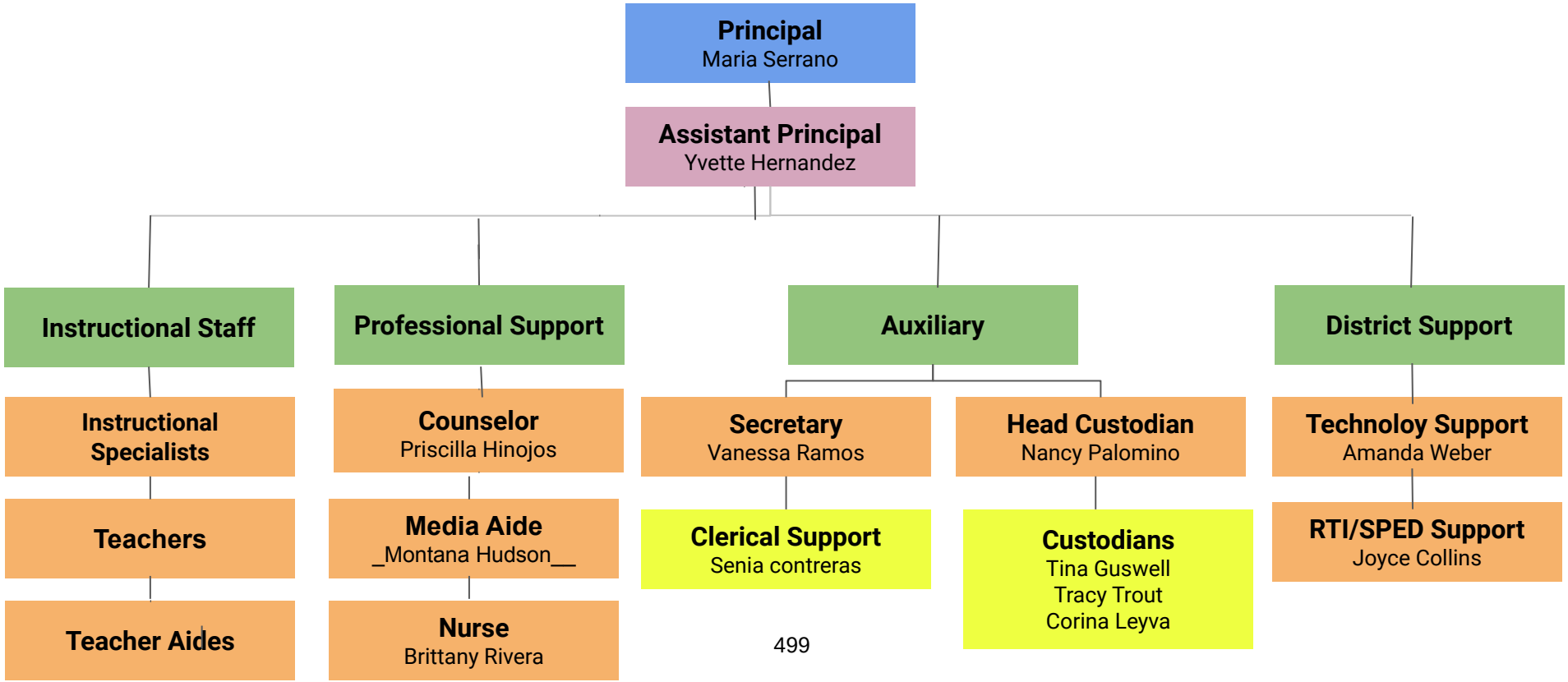
0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

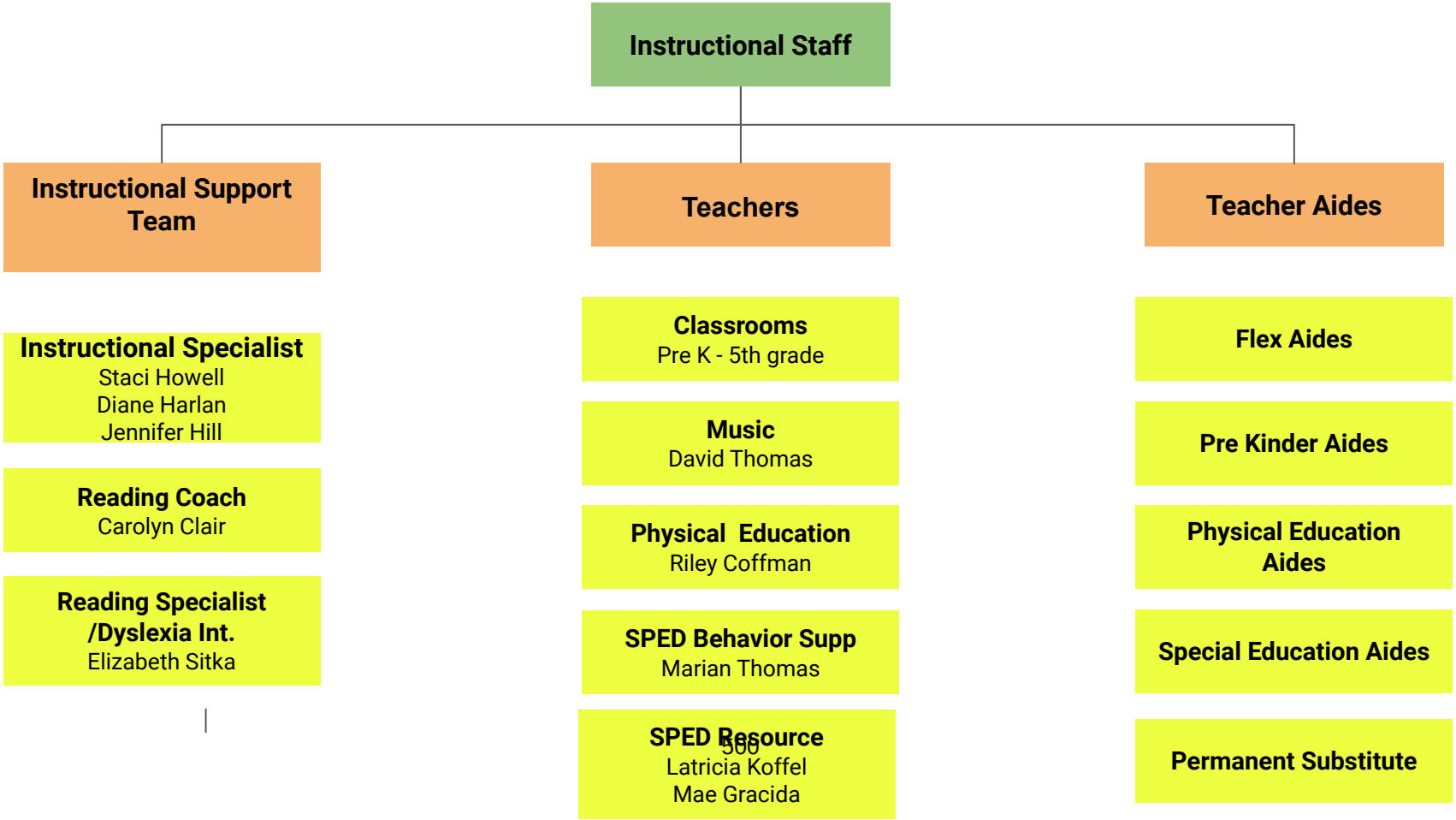
Campus Funding Summary

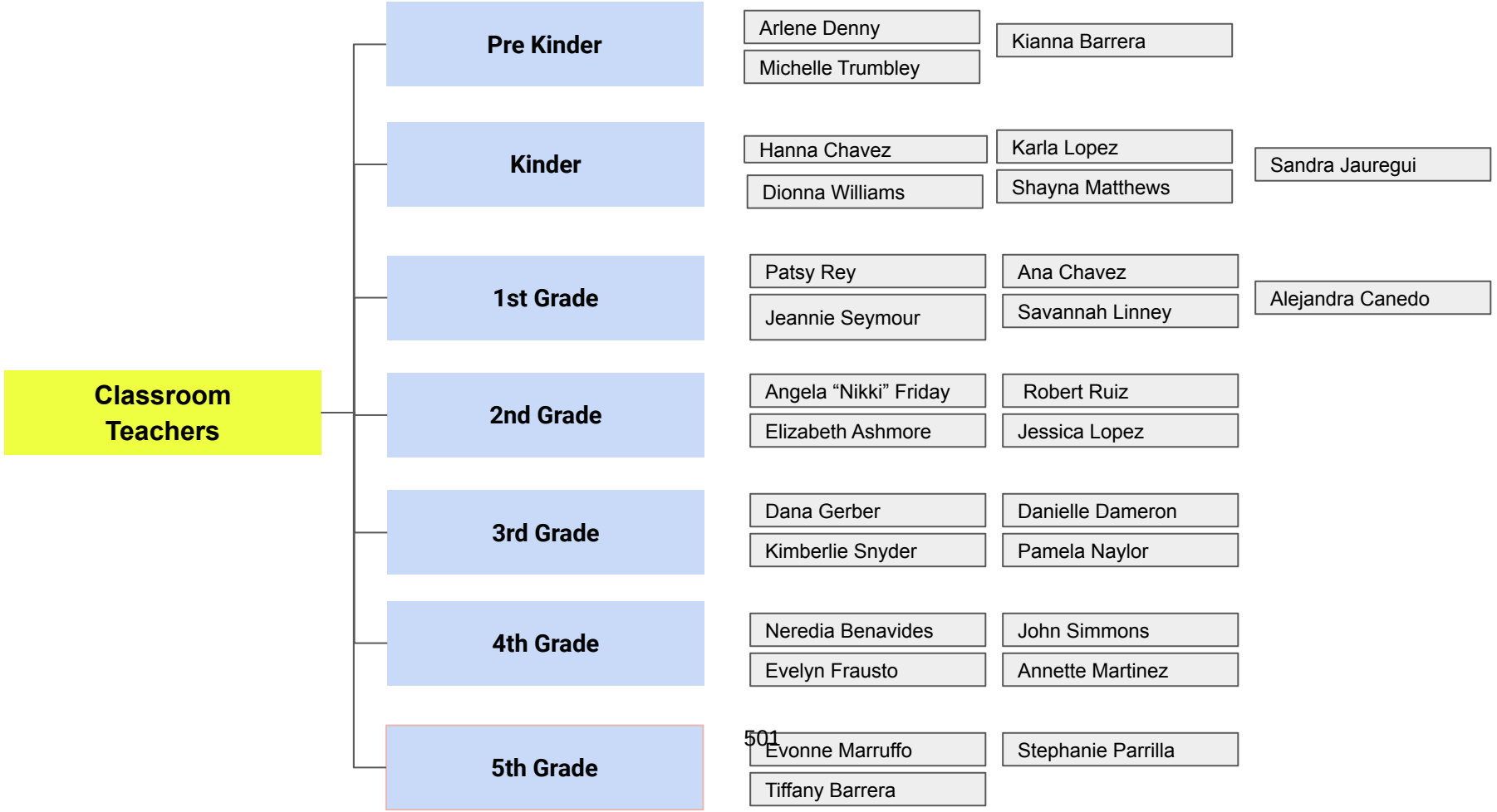
Title One School-wide					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	3	1	Materials for parent information nights		$850.00
1	4	1	Supplemental assessments -DRA		$1,000.00
1	5	2	SEL materials for parents		$500.00
2	2	3	Lead4forward, Region 18		$10,000.00
3	1	1	Reading A-Z		$2,000.00
3	3	1	Guided Math resources- manipulatives, assessments		$1,000.00
3	4	1	Extra Duty pay for teachers		$4,000.00
3	4	2	Student writing resources-foldables, Writer's Journal		$1,500.00
3	4	3	Student ISN (Interactive Student Notebooks)		$1,760.00
3	5	1	Supplemental student workbooks (print/electronic) - Motivation Math/Reading/Science		$2,500.00
3	5	2	Materials for Parent Information Nights (Math, Reading, Science)		$500.00
				Sub-Total	$25,610.00
				Grand Total	$25,610.00

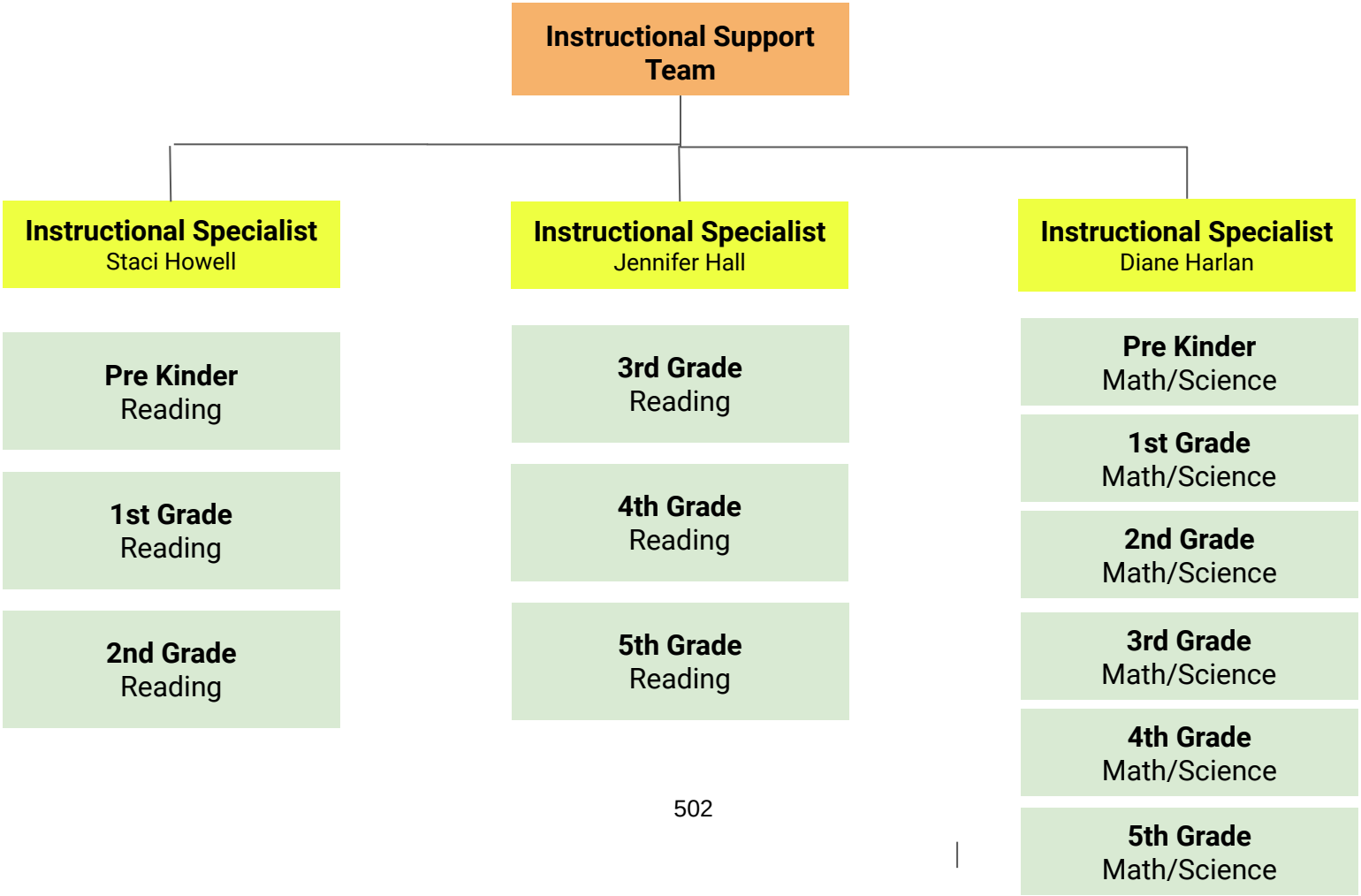
Addendums

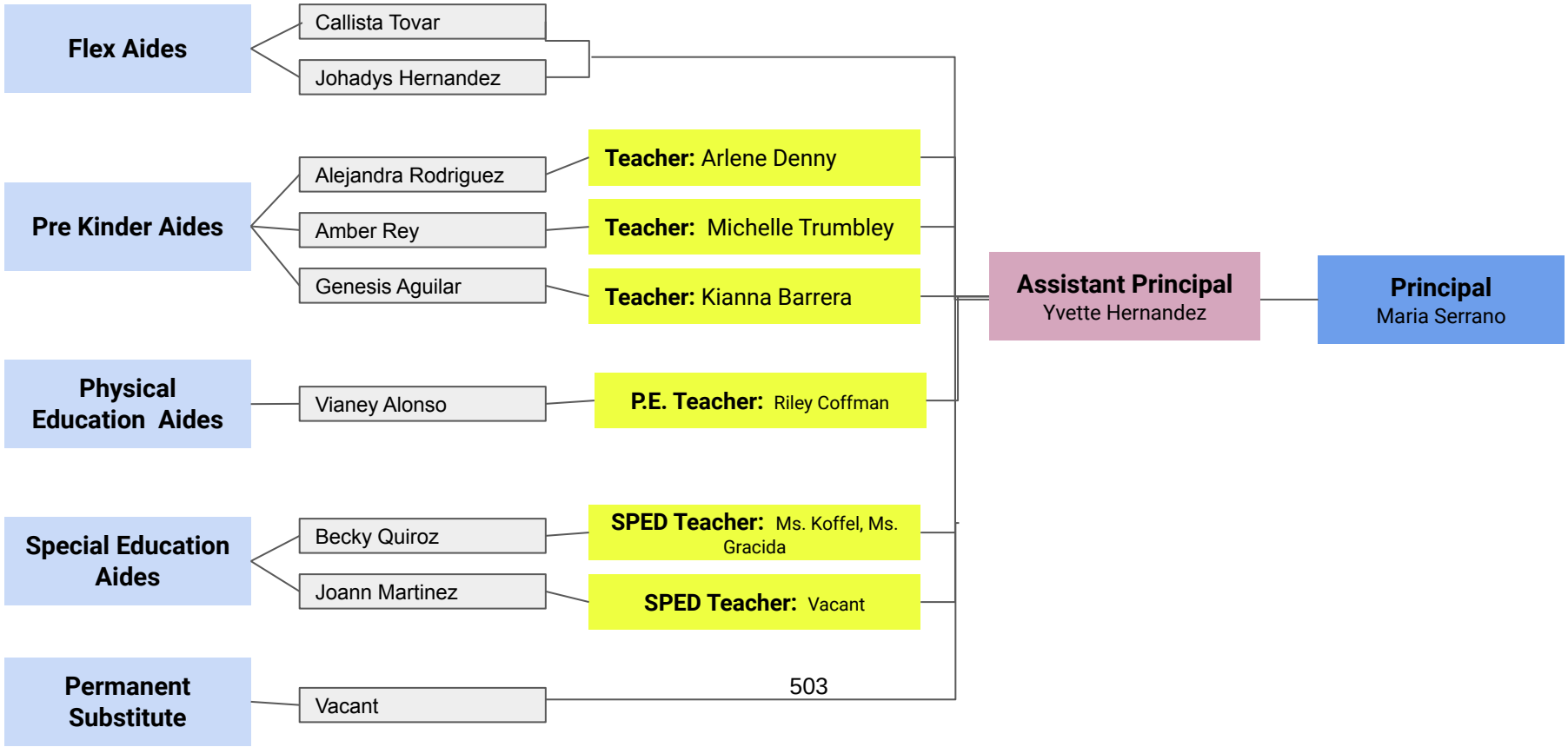
Burnet Elementary Organizational Chart




Instructional Staff
Instructional Support Team
Teachers
Teacher Aides
Instructional Specialist
Staci Howell
Diane Harlan
Jennifer Hill
Reading Coach
Carolyn Clair
Reading Specialist /Dyslexia Int.
Elizabeth Sitka
Classrooms
Pre K - 5th grade
Music
David Thomas
Physical Education
Riley Coffman
SPED Behavior Supp
Marian Thomas
SPED Resource
Latricia Koffel
Mae Gracida
Flex Aides
Pre Kinder Aides
Physical Education Aides
Special Education Aides
Permanent Substitute


Classroom Teachers
Pre Kinder
Arlene Denny
Michelle Trumbley
Kianna Barrera
Kinder
Hanna Chavez
Dionna Williams
Karla Lopez
Shayna Matthews
Sandra Jauregui
1st Grade
Patsy Rey
Jeannie Seymour
Ana Chavez
Savannah Linney
Alejandra Canedo
2nd Grade
Angela “Nikki” Friday
Elizabeth Ashmore
Robert Ruiz
Jessica Lopez
3rd Grade
Dana Gerber
Kimberlie Snyder
Danielle Dameron
Pamela Naylor
4th Grade
Neredia Benavides
Evelyn Frausto
John Simmons
Annette Martinez
5th Grade
Evonne Marruffo
Tiffany Barrera
Stephanie Parrilla


Instructional Support Team
Instructional Specialist
Staci Howell
Pre Kinder
Reading
1st Grade
Reading
2nd Grade
Reading
Instructional Specialist
Jennifer Hall
3rd Grade
Reading
4th Grade
Reading
5th Grade
Reading
Instructional Specialist
Diane Harlan
Pre Kinder
Math/Science
1st Grade
Math/Science
2nd Grade
Math/Science
3rd Grade
Math/Science
4th Grade
Math/Science
5th Grade
Math/Science


Flex Aides
Callista Tovar
Johadys Hernandez
Pre Kinder Aides
Alejandra Rodriguez
Amber Rey
Genesis Aguilar
Teacher: Arlene Denny
Teacher: Michelle Trumbley
Teacher: Kianna Barrera
Physical Education Aides
Vianey Alonso
P.E. Teacher: Riley Coffman
Special Education Aides
Becky Quiroz
Joann Martinez
SPED Teacher: Ms. Koffel, Ms. Gracida
SPED Teacher: Vacant
Permanent Substitute
Vacant
503
Assistant Principal
Yvette Hernandez
Principal
Maria Serrano

Ector County Independent School District

Cameron Dual Language Magnet

Improvement Plan

2020-2021

Mission Statement

Through collaboration between the community, parents, and educators, we will empower our students to become future scholars.

Vision

Cameron students will become global citizens by developing multilingual skills as lifelong learners.

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- Goal 1 : Foundational Excellence: Cameron will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices. 29
- Goal 2 : Invest in Talent: Cameron will recruit, develop and retain highly-effective individuals who are invested in looking at tomorrow to inform their practices today. 49
- Goal 3 : Learning Journey: Cameron will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society. 52

Campus Funding Summary 59

Addendums 60

Comprehensive Needs Assessment

Needs Assessment Overview

Without data from the 2019-2020 school year, we used previous years' data. Cameron conducted a historical data study that examined three years of data; comparing Approaches, Meets and Masters across the campus, district and state. In the data analysis we uncovered a discrepancy in the percentages of English and Spanish testers. The campus English data out-performed the Spanish data significantly. We also noticed a dip in the achievement scores in fourth grade as compared to 3rd and 5th grade data in the previous year. We noticed that we need to improve our Meets and Masters performance as compared to the district and state numbers.

The team also went deeper into the data study by looking at readiness data in grades 3-5. We found some common concepts that in math and reading in all grade levels that we re-examine for instructional strategies used.

- Cameron benefits from…
    - Summer remediation for STAAR recovery
    - At Risk tutoring
    - LTS Stride
    - Literacy Initiatives/Abydos
    - Frog Street Press
    - Reading Dyslexia Interventionist
    - Instructional Aides and Bilingual Aides
    - Community Outreach Services
    - Campus Curriculum Facilitators
    - Reading Specialist
    - Parent Involvement Activities
    - Title One Teachers on Special Assignment
    - Extended Year Services
    - Special Education Additives/ Stipends
    - Speech Pathology Stipends
    - Adaptive PE Coaching Stipends
    - Special Education Teachers
    - Speech Pathologists
    - Occupational Therapist
    - OT/PT Assistants
    - Special Education Leadership, Director/ Supervisors

- Special Education Testing
- Special Education Transportation
- Special education instructional support staff
- Special education instructional support materials
- Special Olympics supplies, fees and travel
- Special Education Professional development
- Teaching Materials
- Software
- Fees & Dues for things like PD
- CAMP SIP Summer Program
- GT supplemental classroom materials
- GT COGAT Testing Materials
- GT Curriculum & Staff Development
- Instructional Leadership of program
- Summer Remediation for STAAR/EOC recovery: Targeted grades
- Summer Remediation for bilingual pre-k program
- At Risk Tutoring
- Literacy Initiatives for reading and math
- Frog Street Press
- Communities in Schools
- Core Teacher Professional Development for at risk strategies
- Bilingual ESL Literacy: sub ob 89
- Reading Coaches: Itinerant Comp Ed
- Bilingual ESL Literacy: sub ob 89
- DAEP Program
- Reading Dyslexia Interventionist
- Instructional Aides & Bilingual Aides
- Bilingual Specialist
- ESL Specialist
- Community Outreach Services
- Dictionaries for Bilingual/ESL student use
- LTS Stride Software
- Turnaround plans at identified secondary and elementary campuses
- Drop Out Prevention Counselors (SAS counselors)
- Teacher Recruitment Travel and Materials
- BE & ESL Stipends
- Teacher Professional Development & Support
- Classroom Materials

- Classroom Dictionaries for Instruction Use
- Testing Materials for Student Identification to the Program LAS Links
- Interventions Materials
- Training Teacher Materials
- Summer School Materials & Staffing
- Books for BE & ESL
- Teacher Created Materials targeted to balanced literacy
- AVID Summer Institute
- AVID Membership Fees
- AVID tutors
- AVID supplies and materials
- AVID training
- AVID College Field Trips
- AVID teachers/ coordinator
- Title One Teachers on Special Assignments
- Campus Curriculum Facilitators
- Reading Specialist
- Parent Involvement Activities
- Supplemental materials, science, social studies and math
- Title One Supplemental Literacy Materials
- Library books & Technology tablets @ targeted title one campuses
- Professional Development for teachers and campus administrators
- Homeless Specialist & homeless services for non-title one campuses
- Professional Development for Administration
- Supplemental Instructional Support Technology
- Supplemental tutors
- Parent Liaison
- Instructional technology
- CSS Services from Region 18 & Lead Forward
- Supplemental Instructional Support Activities as identified in planning
- Professional Development for Administration & Teachers
- Parent Involvement Activities
- Bilingual/ ESL aides
- Title 3 Bilingual Specialist
- Achieve 3000
- Language Instruction Resources
- ESL Coordinator and Specialists
- Parenting Partners

- English Language Development Academy for Parents
- Staffing for ELD Academy
- Sheltered Instruction Support and Professional Development

Demographics

Demographics Summary

PEIMS DATA REVIEW - FALL PEIMS COLLECTION
CAMERON ELEMENTARY

	2016-2017	2017-2018	2018-2019	2019-2020	DIFFERENCE
STUDENT DATA					
Total Enrollment	508	528	531	602	71
Total Membership	508	528	531	602	71
Early Education	0	0	0	0	0
Pre-Kindergarten	43	44	41	42	1
Kindergarten	91	84	86	85	-1
Grade 1	83	82	88	84	-4
Grade 2	90	87	81	87	6
Grade 3	70	93	81	79	-2
Grade 4	60	74	86	79	-7
Grade 5	71	64	68	85	17
Grade 6				61	61
Ethnic Distribution					
White	10	7	10	11	1
Hispanic / Latino	497	520	520	589	69
Black or African American	1	1	1	1	0
Asian	0	0	0	0	0
American Indian or Alaska Native	0	0	0	0	0
Native Hawaiian/Pacific Island	0	0	0	0	0
Two Or More	0	0	0	1	1
Special Populations					
At Risk	335	348	348	415	67
Economic Disadvantaged	337	332	344	347	3
Lep	281	315	309	359	50
Special Education	20	21	31	48	17
Career & Technology Ed	0	0	0	0	0
Bilingual Education	477	472	428	555	127
ESL Education	0	0	0	0	0
Alternative Language				24	
Gifted & Talented Education	55	67	68	68	0
Title I	508	528	531	602	71
Immigrant	10	3	7	15	8
Migrant	3	0	0	0	0
Military Connected	0	0	0	1	1
Foster Care	0	0	1	1	0
Homeless	1	6	5	7	2

511

Homeless	1	0	3	7	2
Dyslexia	1	1	3	4	1

2018-2019 Demographic data

Total Enrollment: 531

PK: 41

Kinder:86

Grade 1: 88

Grade 2: 81

Grade 3: 81

Grade 4: 86

Grade 5: 68

Ethnic Distribution:

White 10

Hispanic 520

Black or African American 1

Asian 0

Native American 0

Native Hawaiian/Pacific Islander 0

Two or More 0

Special Populations:

At Risk 348

Economic Disadvantaged 343

Lep 309

Special Education 31

Bilingual Education 428

ESL Education 0

Gifted & Talented Education 68

Title I 531

Migrant 0

2017-2018 Demographic data

Total Enrollment: 528

PK: 44

Kinder:84

Grade 1: 82

Grade 2: 87

Grade 3: 93

Grade 4: 74

Grade 5: 64

Ethnic Distribution:

White 7

Hispanic 520

Black or African American 1

Asian 0

Native American 0

Native Hawaiian/Pacific Islander 0

Two or More 0

Special Populations:

At Risk 348

Economic Disadvantaged 331

Lep 315

Special Education 21

Bilingual Education 472

ESL Education 0

Gifted & Talented Education 67

Title I 528

Migrant 0

2016-2017 Demographic data

Total Enrollment: 508

PK: 43

Kinder:91

Grade 1: 83

Grade 2: 90

Grade 3: 70

Grade 4: 60

Grade 5: 71

Ethnic Distribution:

White 10

Hispanic 497

Black or African American 1

Asian 0

Native American 0

Native Hawaiian/Pacific Islander 0

Two or More 0

Special Populations:

At Risk 335

Economic Disadvantaged 337

Lep 281

Special Education 20

Bilingual Education 477

ESL Education 0

Gifted & Talented Education 55

Title I 508

Migrant 3

Demographics Strengths

For the 2019-2020 school year, we did not have STAAR tests due to COVID-19, I have included the information from the 2018-2019 school year.

For the 2018-2019 school year, our campus strength was our Academic Achievement in the areas of Reading and Math as listed below. Students were able to show accomplishments in the three areas of Approaches, Meets and Masters.

Academic Achievement Status:

Reading: Hispanic, Economic Disadvantage, EL(Current & Monitored)

Math: All Students, Hispanic, Economic Disadvantage, EL(Current & Monitored), Cont. Enrolled

Growth Status:

Reading: None.

Math: None

English Proficiency Status: EL(Current & Monitored)

Student Success Status: All Students, Hispanic, Special Education, Economic Disadvantage, EL(Current &Monitored), Non-Cont. Enrolled

Student Achievement

Student Achievement Summary

For the 2019-2020 school year, we did not have STAAR tests due to COVID-19, I have included the information from the 2018-2019 school year.

Domain 1; Student Achievement: 76

Domain 2; School Progress: 79

Domain 3; Closing the Gaps: 70

Campus Size: 531

Grade Span: PK-05

Economically Disadvantaged: 64.8%

ELL: 58.%

Cameron Elementary		2017			2018			2019		
		% Approaches	% Meets	% Masters	% Approaches	% Meets	% Masters	% Approaches	% Meets	% Masters
3rd Reading	English	77/63/72	35/33/45	35/20/29	77/68/76	50/30/42	23/16/24	95/66/78	57/35/47	34/16/24
	Spanish	50/60/63	20/33/34	9/20/21	72/72/73	25/33/39	11/16/19	70/62/66	30/31/31	3/12/12
	Total	60/63/71	26/33/*	19/20/*	74/69/76	33/31/*	15/16/*	84/65/78	44/34/*	20/15/*
3rd Math	English	81/65/76	44/36/48	30/17/25	70/67/77	57/35/46	23/15/23	78/66/76	44/33/44	18/19/28
	Spanish	74/67/67	42/40/35	19/19/16	75/74/70	33/33/34	7/13/15	72/66/69	36/38/39	8/18/21
	Total	77/66/76	43/36/*	23/17/*	74/68/77	41/35/*	12/15/*	75/66/75	41/34/*	14/19/*

Cameron Elementary		2017			2018			2019		
		% Approaches	% Meets	% Masters	% Approaches	% Meets	% Masters	% Approaches	% Meets	% Masters
4th Reading	English	74/56/70	48/31/43	22/15/24	77/60/72	50/33/45	37/16/24	84/64/74	55/34/46	37/18/28
	Spanish	76/42/59	32/18/30	18/7/13	39/45/61	12/20/29	3/10/13	52/49/54	11/15/26	2/7/13
	Total	75/55/69	39/29/*	19/14/*	59/58/71	32/32/*	21/15/*	67/63/74	31/33/*	18/17*
4th Math	English	83/62/75	52/32/46	21/16/27	80/68/78	53/36/47	28/16/26	82/65/74	56/33/43	26/15/22
	Spanish	68/43/57	25/13/27	18/6/12	52/50/61	16/22/29	0/7/12	56/47/59	20/22/29	2/7/12
	Total	75/60/74	39/30/*	19/15/*	68/67/77	37/35/*	15/16/*	68/63/73	37/32/*	13/14/*
4th Writing	English	67/48/63	33/21/32	13/6/10	77/51/61	43/27/38	3/5/10	74/52/65	26/20/33	3/5/10
	Spanish	81/57/64	53/33/38	9/9/12	50/54/63	11/29/36	3/9/14	74/62/67	45/33/39	13/12/15
	Total	75/49/63	45/22/*	11/6/*	63/51/61	27/27/*	3/6/*	74/53/65	38/21/*	10/5/*
5th Reading	Total**	79/68/81	40/32/45	19/15/25	87/69/82	52/36/51	18/13/25	87/75/86	47/37/51	27/16/29
5th Math	Total**	85/76/86	39/34/48	16/14/24	93/81/90	55/40/57	24/17/30	91/80/89	74/42/56	41/23/36
5th Science	Total	76/61/72	34/29/41	7/10/17	82/65/75	35/26/40	9/9/16	83/58/73	45/31/48	17/14/23

Key=Campus/District/State

*=State Avg Not Available

**=1st and 2nd Administration

TELPAS 2018-2019	Reading/ELA					Yearly Progress Indicator			TELPAS Composite Rating			
	Total Students	Raw Score	Scale Score	Percent Score	Date Taken	1 Level Higher	2 Levels Higher	3 Levels Higher	Beginning	Intermediate	Advanced	Advanced High
CAMERON ELEM SCHOOL	290	15	1089	36.56%	03/01/19	50.41%	2.89%	0%	18.97%	25.52%	33.79%	21.72%
Economic Disadvantage	192	13	976	32.11%	03/01/19	47.10%	2.58%	0%	21.35%	31.25%	28.65%	18.75%

Reading/ELA

TELPAS 2018-2019	Total Students	Raw Score	Scale Score	Percent Score	Date Taken	Yearly Progress Indicator: 1 Level Higher	2 Levels Higher	3 Levels Higher	TELPAS Composite Rating: Beginning	Intermediate	Advanced	Advanced High
Hispanic	290	15	1089	36.56%	03/01/19	50.41%	2.89%	0%	18.97%	25.52%	33.79%	21.72%
Female	140	14	1072	35.13%	03/01/19	50%	1.64%	0%	17.14%	30%	33.57%	19.29%
Male	150	15	1106	37.89%	03/01/19	50.83%	4.17%	0%	20.67%	21.33%	34%	24%
LEP	290	15	1089	36.56%	03/01/19	50.41%	2.89%	0%	18.97%	25.52%	33.79%	21.72%
Special Ed Indicator	19	7	699	17.53%	03/01/19	23.08%	0%	0%	31.58%	52.63%	5.26%	10.53%

Reading/ELA

TELPAS 2017-2018	Total Students	Raw Score	Scale Score	Percent Score	Date Taken	Yearly Progress Indicator: 1 Level Higher	2 Levels Higher	3 Levels Higher	TELPAS Composite Rating: Beginning	Intermediate	Advanced	Advanced High
CAMERON ELEM SCHOOL	294	14	1110	35.60%	03/01/18	%	%	%	12.93%	33.33%	36.73%	16.67%
Economic Disadvantage	180	13	1033	32.69%	03/01/18	%	%	%	16.11%	34.44%	33.89%	15%
Hispanic	294	14	1110	35.60%	03/01/18	%	%	%	12.93%	33.33%	36.73%	16.67%
Female	148	13	1065	33.35%	03/01/18	%	%	%	14.86%	35.14%	31.76%	17.57%
Male	146	15	1155	37.88%	03/01/18	%	%	%	10.96%	31.51%	41.78%	15.75%
First Year of Monitoring	11	28	1692	71%	03/01/18	%	%	%	0%	0%	9.09%	90.91%
LEP	283	14	1087	34.22%	03/01/18	%	%	%	13.43%	34.63%	37.81%	13.78%
Special Ed Indicator	12	10	1106	25.25%	03/01/18	%	%	%	8.33%	75%	16.67%	0%

Reading/ELA

TELPAS 2016-2017	Total Students	Raw Score	Scale Score	Percent Score	Date Taken	Yearly Progress Indicator: 1 Level Higher	2 Levels Higher	3 Levels Higher	TELPAS Composite Rating: Beginning	Intermediate	Advanced	Advanced High
CAMERON ELEM SCHOOL	259	26	473	46.31%	03/01/17	51.38%	6.88%	0.46%	27.80%	30.89%	23.17%	18.15%
Economic Disadvantage	152	26	473	45.72%	03/01/17	48.82%	6.30%	0%	29.61%	28.95%	23.68%	17.76%

TELPAS 2018-2019	Reading/ELA											
	Total Students	Raw Score	Scale Score	Percent Score	Date Taken	Yearly Progress Indicator			TELPAS Composite Rating			
						1 Level Higher	2 Levels Higher	3 Levels Higher	Beginning	Intermediate	Advanced	Advanced High
Hispanic	259	26	473	46.31%	03/01/17	51.38%	6.88%	0.46%	27.80%	30.89%	23.17%	18.15%
Female	125	25	457	45.19%	03/01/17	53.77%	5.66%	0%	29.60%	28%	24.80%	17.60%
Male	134	27	489	47.35%	03/01/17	49.11%	8.04%	0.89%	26.12%	33.58%	21.64%	18.66%
First Year of Monitoring	8	50	759	83.13%	03/01/17	75%	0%	0%	0%	0%	25%	75%
LEP	237	24	449	43.05%	03/01/17	47.45%	7.65%	0.51%	29.96%	33.76%	24.47%	11.81%
Second Year of Monitoring	14	49	724	80.43%	03/01/17	92.86%	0%	0%	7.14%	0%	0%	92.86%
Special Ed Indicator	12	14	360	24.67%	03/01/17	25%	0%	0%	58.33%	33.33%	8.33%	0%

Student Achievement Strengths

For the 2019-2020 school year, we did not have STAAR tests due to COVID-19, I have included the information from the 2018-2019 school year.

Cameron received a "C" overall on state accountability with performance in the three domains with Domain 1=76, Domain 2= 79, Domain 3 = 70. In 2018-2019 we missed 13 safeguards.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Overall pass rate of 42%(Meets) and 17%(Masters) in the area of reading, with economically disadvantaged students having a pass rate of 35%(Meets) and 13%(Masters) and Hispanic students with a pass rate of 41%(Meets) and 16%(Masters) . Cameron will focus on maintaining this positive growth in the area of reading. **Root Cause:** The teachers lack the skills to provide individualized/small group data driven instruction in reading skills.

Problem Statement 2: Overall pass rate of 49%(Meets) and 25%(Masters) in the area of Math, with economically disadvantaged students having a pass

rate of 47%(Meets) and 22%(Masters) and Hispanic students with a pass rate of 48%(Meets) and 25%(Masters). Cameron will focus on maintaining this positive growth in the area of Math. **Root Cause:** The campus does not have focused math skills-based instruction, monitoring, and data driven spiral reviews.

Problem Statement 3: Overall pass rate of 46%(Meets) and 16%(Masters) in the area of Science, with economically disadvantaged students having a pass rate of 42%(Meets) and 8% (Masters), English Language Learners with a pass rate of 48%(Meets) and 15%(Masters) and Hispanic students with a pass rate of 45%(Meets) and 15%(Masters). Cameron will focus on maintaining this positive growth in the area of science. **Root Cause:** Lack of teacher understanding for the instructional strategies needed to provide students with a strong vocabulary foundation in science concepts as well as hands-on activities.

Problem Statement 4: Overall pass rate of 40%(Meets) and 8%(Masters) in the area of Writing, with economically disadvantaged students having a pass rate of 38%(Meets) and 8%(Masters) and Hispanic students with a pass rate of 40%(Meets) and 8%(Masters)%. **Root Cause:** The campus does not have a focused writing program in all grade levels PreK - 6.

School Culture and Climate

School Culture and Climate Summary

Cameron Elementary is undergoing some shifts in school culture. Administrators and Teachers attended the Ron Clark Academy in Atlanta, GA and brought some research based strategies to meet the needs of students: both academically and psycho-socially. The school has 16 new staff members on the team including teachers, para-professionals and office staff in the 2019-2020 school year. For the 2020-2021 school year, we have two instructional facilitators in 3rd grade Bilingual, we will also collapse one 4th grade classroom. All other teaching positions were filled with certified teachers or alternative certified teachers.

School Culture and Climate Strengths

Attendance was 97.8% as compared to 96.6% in the 2018-2019 school year.

Cameron will continue to work in partner pairs and teams to continue our work in Dual Langage Instruction.

Cameron has continued our work with Ron Clark Academey and many have attended the Ron Clark Academy and are implementing the strategies learned from the Ron Clark Academy Conference.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Cameron Elementary works with the Human Resources Department to hire Highly Qualified individuals for our positions. Cameron works to develop a campus culture where teachers feel supported and where we hold each other to a high standard. Cameron utilizes Munis, lists provided by Human Resources from job fairs and other recruitment events.

Staff Quality, Recruitment, and Retention Strengths

Cameron uses the district teacher mentor program to retain our teachers and provide support that will grow them to become "GREAT" teachers. For the 2020-2021 school year, Cameron is currently a highly qualified school at the time with one 4th grade classroom collapsed. Cameron began interviewing and recommending teachers at an early stage as to hire quality teachers for the upcoming school year.

Teacher Retention:

14/15 to 15/16	69.44%
15/16 to 16/17	68.29%
16/17 to 17/18	82.35%
17/18 to 18/19	68.57%
18/19-19/20	77.14

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Cameron will engage in Online, In-Person and Hybrid instruction for the 2020-2021 school year due to COVID-19. Cameron Elementary uses the Ector County Independent School District curriculum to provide instruction in all core content areas. Students participate in the Unit Assessments designed by the district/TRS to monitor student progress, teachers disseminate this data to modify their instruction to meet the needs of all students. Cameron also uses the approved computer programs to monitor student progress and provide intervention if necessary. Teachers use the instructional models provided by the district for Guided Reading, Guided Math, etc.

Curriculum, Instruction, and Assessment Strengths

The Cameron team is trained in Sheltered Instruction Strategies(SIOP); all new teachers will be trained this year to ensure all teachers can provide instruction using Sheltered Instruction. Teachers will also participate in the training provided by ECISD in best practices and modeling.

Parent and Community Engagement

Parent and Community Engagement Summary

In the past Cameron has provided many opportunities for parent involvement: Meet the Teacher, Open House, Reading Nights, Programs, etc. Cameron also utilizes the VIPS program in our school that impacts students learning. However, due to COVID-19 we will put in-person parent involvement activities on hold until we are allowed to bring back visitors to campus.

Parent and Community Engagement Strengths

Cameron has increased the number of parent involvement opportunities available to parent/guardians from the 2018-2019 to the 2019-2020 school year. We are planning on developing meaningful on-line parent involvement activities for the 2020-2021 school year.

School Context and Organization

School Context and Organization Summary

Cameron utilizes PLC's to foster a team environment to build student success and teacher growth. Teachers have an RTI time designed into their day to provide small group instruction where needed. CIT was elected and meets on a monthly basis to implement site based decision making.

School Context and Organization Strengths

CIT, Leadership team, and Dual Language team all meet on a regular basis to create and monitor campus goals. Use of staff development days allow for the following vertical teams: ELAR/SLAR, Writing, Science, and Math.

Technology

Technology Summary

The campus is ahead of the district in the technology implementation in classrooms with Interactive Flat Panels. The campus will continue to explore further options to keep classrooms and students with up to date technology. We will continue to move towards 1-to-1 technology devices for students as we work through the COVID-19 pandemic.

Technology Strengths

Cameron will be working with the technology and facilities department to refine and maximize the classroom amplification devices for the campus. The campus also has 40 Interactive Flat Panels that are used in the designated classrooms.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Student Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved Prekindergarten and Kindergarten assessment data
- Other Prekindergarten and Kindergarten assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups

- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Male / Female performance, progress, and participation data
- Male / Female performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- Migrant population, including performance, discipline, attendance, and mobility
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- At-Risk population, including performance, discipline, attendance, and mobility
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Highly qualified staff data
- TTESS data
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Support Systems and Other Data

- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Goal 1: Foundational Excellence: Cameron will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 1: At least 97.7% of all student sub groups will attend school each day school is in session to include student attendance and participation in state mandated assessments at every grade level.

Evaluation Data Sources: ADA and STAAR participation rates

Summative Evaluation: None

Strategy 1: Incentives will be decided on and implemented for class with highest attendance in each grade level

Strategy's Expected Result/Impact: Meet goal expectation for attendance.

Staff Responsible for Monitoring: Administrators and Attendance Clerk

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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Strategy 2: Magnet contract will be followed according to rules for absences in the Dual language program. Assistant Principal and Magnet Clerk will send letters out to all students with 5 absences/5 tardies

Strategy's Expected Result/Impact: Decrease in the number of students non-renewed for attendance.

Staff Responsible for Monitoring: Administrators and Magnet Clerk

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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0%
No Progress
100%
Accomplished
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Discontinue

Performance Objective 2: Cameron special education teachers will complete the case manager checklist every month.

Evaluation Data Sources: Monthly case manager checklists
ARD Meeting decisions
Progress monitoring of students
STAAR/STAAR Alt/ STAAR Online
Benchmarks
District approved intervention software

Summative Evaluation: None

Strategy 1: Review the monthly Case Manager Checklists

Strategy's Expected Result/Impact: Stay in compliance with Sped law and meet the student's services.

Staff Responsible for Monitoring: Administrators

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 3: Cameron GT percentage will increase.

Evaluation Data Sources: Number of applications turned in by teachers
Review student information for new to campus students
Cogat and Naglieri Test Scores

Summative Evaluation: None

Strategy 1: All teachers will be required to recommend at least 2 student to apply for GT services during open application period.

Strategy's Expected Result/Impact: Increase in the number of identified GT students.

Staff Responsible for Monitoring: Administrators

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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Strategy 2: Monitor integrity of Naglieri/CogAT administration

Strategy's Expected Result/Impact: Testing environment without irregularities.

Staff Responsible for Monitoring: Administrators

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 4: Cameron will use TEKS Resource System consistently and with fidelity as it is a research-based best practice district curriculum and will be implemented in Math, ELAR/SLAR, Science, and Social Studies at appropriate grade levels.

Evaluation Data Sources: Unit Assessments
Teacher Created Assessments
Imagine
Benchmarks
STAAR
TELPAS

Summative Evaluation: None

Strategy 1: Administrators will monitor District Managed Curriculum/TRS implementation through walkthroughs, lesson plan review and PLC format.

Strategy's Expected Result/Impact: Common curriculum across campus and district.

Staff Responsible for Monitoring: Administrators and Instructional Specialist

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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Strategy 2: Principal, AP, Instructional Coach and Dual Language Specialist will provide support to teachers in the implementation of the District Managed Curriculum/TRS. Support will be provided in the lesson modeling, reading and understanding the curriculum documents (YAG, IFD, VAD, etc) and facilitating lesson materials and manipulatives

Strategy's Expected Result/Impact: Strong implementation of district curriculum.

Staff Responsible for Monitoring: Administrators and Instructional Specialist

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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Strategy 3: Sheltered Instruction strategies will be implemented and monitored in every classroom.

Strategy's Expected Result/Impact: Support of second language acquisition.

Staff Responsible for Monitoring: Administrators and Instructional Specialist

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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Strategy 4: CHAMPS/PBIS strategies implemented in every classroom

Strategy's Expected Result/Impact: Safe and supportive learning environment, with less referrals being written.

Staff Responsible for Monitoring: Administrators and Instructional Specialist

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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Strategy 5: Form small group tutoring based on data and purchase approved resources to support our areas that scored below 85%.

Strategy's Expected Result/Impact: Students to make one year's growth in all areas.

Staff Responsible for Monitoring: Administrators and Instructional Specialist

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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Strategy 6: Cameron will purchase supplemental materials for RTI/small group purposes in the areas of Math/Reading/Science/Writing.

Strategy's Expected Result/Impact: Have curriculum ready for small group instruction and tutors.

Staff Responsible for Monitoring: Administrators

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 5: Cameron students will be prepared for college coursework through implementation of AVID in 4th-6th grade.

Evaluation Data Sources: AVID Assessments
Student work demonstrating use of AVID strategies

Summative Evaluation: None

Strategy 1: Training will be provided for all new staff and refreshers over the 3 goals will be provided to all 4-6th grade teachers

Strategy's Expected Result/Impact: AVID strategies being used in all classroom 4-6th grades.

Staff Responsible for Monitoring: Administrators and Instructional Specialist

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: None

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Strategy 2: College Memorabilia Displays in hallways and outside classrooms

Strategy's Expected Result/Impact: Expose students to various opportunities for their future.

Staff Responsible for Monitoring: Expose students to various opportunities for their future.

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: None

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 6: Physical Education students will meet expected standards on state physical education assessment.

Evaluation Data Sources: Fitness Gram Data
Report Cards
Formative assessments used in P.E.

Summative Evaluation: None

Strategy 1: Implementation of district PE curriculum		
Strategy's Expected Result/Impact: Students will learn the fundamentals of sports. **Staff Responsible for Monitoring:** Administrators **Title I Schoolwide Elements:** None **TEA Priorities:** None **ESF Levers:** None	**Problem Statements:** None **Funding Sources:** None	**Formative** **Oct** **Jan** **Mar** **Summative** **May**

Strategy 2: Recess built into the master schedule		
Strategy's Expected Result/Impact: Students will come go to recess prior to lunch. **Staff Responsible for Monitoring:** Administrators **Title I Schoolwide Elements:** None **TEA Priorities:** None **ESF Levers:** None	**Problem Statements:** None **Funding Sources:** None	**Formative** **Oct** **Jan** **Mar** **Summative** **May**

Strategy 3: Physical fitness testing

Strategy's Expected Result/Impact: We will have benchmark data for physical fitness for students.

Staff Responsible for Monitoring: Administrators

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 7: Cameron will ensure that migrant services are provided in accordance with all federal guidelines.

Evaluation Data Sources: Migrant performance data throughout the year and EOY assessments.

Summative Evaluation: None

Strategy 1: Identify students who meet Migrant criteria and communicate information with teachers
Title One C, Migrant (not in campus budget) Migrant needs will be met through other funding sources

Strategy's Expected Result/Impact: None

Staff Responsible for Monitoring: Administrators

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: None

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 8: Cameron will improve inter-dependent partnerships with our parents and community.

Evaluation Data Sources: VIPS participation
PTA participation
Community member involvement

Summative Evaluation: None

Strategy 1: Provide Parental involvement activities for parents to be involved.

Strategy's Expected Result/Impact: Increase in the % of parents participating in school activities.

Staff Responsible for Monitoring: Administrators and Instructional Specialist

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 9: Cameron will increase communication between school and home.

Evaluation Data Sources: Parent Sign-in Sheets
Parent link data
Parent notes and letters home

Summative Evaluation: None

Strategy 1: Cameron will use Parent link to communicate with parents as well as a school calendar that will go home every month. All letters and notes will be sent in both English and Spanish. We will also update our marquee and website with up coming events.

Strategy's Expected Result/Impact: Parents will know dates and information in a timely manner.

Staff Responsible for Monitoring: Administrators

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: None

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 10: Cameron students will be educated in learning environments that are safe, drug free, and conducive to learning.

Evaluation Data Sources: Number of Referrals by Sub Pop
Number of Referrals by Teacher
Number of Drills and Drill Summary report to show progress in time and effectiveness in drill preparation.

Summative Evaluation: None

Strategy 1: Participation in Red Ribbon Week		
Strategy's Expected Result/Impact: Awareness of the positives of being drug free. **Staff Responsible for Monitoring:** Administrators and Counselor **Title I Schoolwide Elements:** None **TEA Priorities:** None **ESF Levers:** None	**Problem Statements:** None **Funding Sources:** None	**Formative** **Oct** **Jan** **Mar** **Summative** **May**

Strategy 2: Anti Bullying lessons are taught 4 times a year with grade level classes		
Strategy's Expected Result/Impact: Reduced or maintain no bully allegations. **Staff Responsible for Monitoring:** Administrators and Counselor **Title I Schoolwide Elements:** None **TEA Priorities:** None **ESF Levers:** None	**Problem Statements:** None **Funding Sources:** None	**Formative** **Oct** **Jan** **Mar** **Summative** **May**

Strategy 3: Character Education classes are conducted monthly by counselor

Strategy's Expected Result/Impact: Students feel confident to self-regulate and have a voice.

Staff Responsible for Monitoring: Administrators and Counselor

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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Strategy 4: Cameron House Teams with points given by Class Dojo.

Strategy's Expected Result/Impact: Increased engaged classrooms and school environments.

Staff Responsible for Monitoring: Administrators, Teachers, and Instructional Specialist

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 11: The campus will maintain campus teams that are trained in the procedures for TBSI.

Evaluation Data Sources: TBSI Team List
CPI trained staff

Summative Evaluation: None

Strategy 1: Form TBSI team and seek assistance from central office to provide training

Strategy's Expected Result/Impact: Team trained as set by district guidelines.

Staff Responsible for Monitoring: Administrators and TBSI team.

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: None

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No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 12: Cameron will provide a safe, orderly learning environment that promotes academic achievement, increased attendance and reduction in number of discipline referrals and dropouts.

Evaluation Data Sources: Number of Discipline Referrals by sub groups
non-renewal information for magnet students

Summative Evaluation: None

Strategy 1: Use of Cameron Houses with point system to recognize great effort and acts.

Strategy's Expected Result/Impact: None

Staff Responsible for Monitoring: Administrators, Teachers and Instructional Specialist

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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Strategy 2: Beginning of Student Council in grades 4-6.

Strategy's Expected Result/Impact: Develop student leaders in grades 4-6.

Staff Responsible for Monitoring: Administrators and Counselor

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 13: Cameron will ensure that we have established student and staff support for suicide prevention, violence prevention, intervention and harassment.

Evaluation Data Sources: Discipline Referrals
Attendance
Bully Checklists

Summative Evaluation: None

Strategy 1: Staff will participate in district training regarding harassment, suicide prevention and how to refer students to the counselor.

Strategy's Expected Result/Impact: Staff will know how to respond to various situations.

Staff Responsible for Monitoring: Administrators and Counselor

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: None

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 14: Cameron will support teachers and staff with appropriate resources to meet students needs by asking teachers what their current needs are for themselves individually and by area.

Evaluation Data Sources: Purchase Orders
Requisitions

Summative Evaluation: None

Strategy 1: Teachers will receive a $200 spending allotment for the beginning of the school year.

Strategy's Expected Result/Impact: Teachers will have materials in hand to start the school year.

Staff Responsible for Monitoring: Administrators

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: None

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Strategy 2: Teachers will request materials through a process outlined in the handbook .

Strategy's Expected Result/Impact: Teachers can supplement the district supply list to meet their classroom needs.

Staff Responsible for Monitoring: Administrators and Secretary

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: None

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 15: Cameron classrooms will meet or exceed technology standards and teachers and staff will provided technology training to enable them to use the technology to enhance and enrich their lessons.

Evaluation Data Sources: Technology Survey
Classroom Walkthroughs
IStation Reports
Sign-in sheet from campus provided technology PD.

Summative Evaluation: None

Strategy 1: All teachers will complete the annual technology survey

Strategy's Expected Result/Impact: Gather information about campus needs in the area of technology.

Staff Responsible for Monitoring: Administrators

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: None

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Strategy 2: Evaluation of technology in classrooms will be completed and planning for purchases to replace old projectors, document cameras, Interactive Flat Panels will be in place.

Strategy's Expected Result/Impact: Keep all classrooms up to date with working technology.

Staff Responsible for Monitoring: Administrators

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: None

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Strategy 3: Technology training will be provided to new and continuing staff.

Strategy's Expected Result/Impact: Technology will be used to enhance instruction in the classroom.

Staff Responsible for Monitoring: Administrators and Instructional Specialist

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 2: Invest in Talent: Cameron will recruit, develop and retain highly-effective individuals who are invested in looking at tomorrow to inform their practices today.

Performance Objective 1: Cameron will provide professional development opportunities that focus on differentiation strategies, thinking skills, conceptional learning, and depth and complexity and dual language best practices. Cameron will continue to utilize best practices as modeled by the Ron Clark Academy in Atlanta, GA. New teachers will attend professional development by the Ron Clark Academy to support implementation. The leadership team will attend the Admin training provided by RCA, including: Principal, Assistant Principal, Dual Language Specialist, and Counselor.

Evaluation Data Sources: Student Retention Numbers
Classroom Engagement

Summative Evaluation: None

Performance Objective 2: Focused professional development will be based on researched based practices that will enhance instructional staff teaching to meet the needs of every diverse and at-risk learner as well as to increase teacher competencies including dual language strategies.

Evaluation Data Sources: PLC Agenda
Attend Dual Language Conference
Sign-in sheets for PD
Vertical Teams

Summative Evaluation: None

Strategy 1: Use of the PLC model foster a team effort to meet the needs of all students

Strategy's Expected Result/Impact: Teacher growth from their peers.

Staff Responsible for Monitoring: Administrators and Instructional Specialist

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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Performance Objective 3: Cameron students will be taught by highly qualified teachers and instructional paraprofessionals.

Evaluation Data Sources: BOY HQ Status
MOY HQ Status
EOY HQ Status

Summative Evaluation: None

Strategy 1: Actively recruit and hire HQ staff for open positions still available at Cameron using TalentEd.

Strategy's Expected Result/Impact: 100% HQ staffed.

Staff Responsible for Monitoring: Principal

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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Strategy 2: Monitor TalentEd twice a week for qualified applicants.

Strategy's Expected Result/Impact: Reduce the number of vacancies.

Staff Responsible for Monitoring: Administrators

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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 No Progress Accomplished Continue/Modify Discontinue

Goal 3: Learning Journey: Cameron will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.

Performance Objective 1: The balanced literacy framework will be implemented with support in all classrooms(K-6)

Evaluation Data Sources: Running Records
SBA
DBA
IStation
Unit Assessments
TELPAS
STAAR
Progress Monitoring Data

Summative Evaluation: None

Strategy 1: Provide opportunities for teachers to observe high quality balanced literacy implementation in classrooms at Cameron as well as other campuses.

Strategy's Expected Result/Impact: Students will have one year's growth in Reading.

Staff Responsible for Monitoring: Administrators and Instructional Specialists

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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Strategy 2: Model lessons for teachers implementing Guided Reading to ensure rigor in centers and correct implementation of program

Strategy's Expected Result/Impact: Improved lesson delivery and quality work stations.s

Staff Responsible for Monitoring: Administrators and Instructional Specialist

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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Strategy 3: Create student data folders for tracking Imagine Reading/Literacy progress

Strategy's Expected Result/Impact: Students will own their data and set goals.

Staff Responsible for Monitoring: Administrators and Instructional Specialist

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 2: All student groups will have 50% Meets and 25% Masters pass rate on the STAAR Science.

Evaluation Data Sources: STAAR
Unit Assessments
Benchmarks

Summative Evaluation: None

Performance Objective 3: All student groups will have 50% Meets and 25% Masters pass rate on the STAAR Math.

Evaluation Data Sources: STAAR
Unit Assessments
Benchmarks

Summative Evaluation: None

Performance Objective 4: All student groups will have 50% Meets and 25% Masters pass rate on the STAAR Reading.

Evaluation Data Sources: STAAR
Unit Assessments
Benchmarks
IStation

Summative Evaluation: None

Performance Objective 5: All student groups will have 50% Meets and 25% Masters pass rate on the STAAR Writing.

Evaluation Data Sources: STAAR
Unit Assessments
Benchmarks

Summative Evaluation: None

Campus Funding Summary

Addendums

Ector County Independent School District

Carver Early Education Center

Improvement Plan

2020-2021

Mission Statement

ECISD: The mission of the ECISD Community, a passionate, unified, world class leader in education, is to develop world ready, life-long learners who discover their unique gifts, achieve personal success, and fuel their community by building unified, comprehensive community support and participation that fosters a standard of excellence: serving as advocate and steward for all students; ensuring relevant teaching, engaged learning, and dynamic innovation; and maximizing all available resources.

Carver: The mission of Carver Early Education Center, an all inclusive, child-centered MODEL for the education of young children, is to create the desire to learn, to inspire a love for academic mastery, to nurture social development, to empower students to become independent learners by actively engaging them in a safe, challenging and caring environment in partnership with parents, family and community.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Asian: 2% Black/African Amer: 5% Hispanic/Latino: 76% White: 16% Hawaiian/Pac Island: 1% American Indian 1% ESL: .5% Bilingual: 24%

Economically Disadvantaged: 69% Special Education 11% Title I 100% Military .4% Foster .5% McKinney Vento 2%

Demographics Strengths

The demographics of Carver student population remains fairly stable from year to year.

This allows staff the ability to research, study and implement best practice based on this stable demographic.

Cultural factors remain fairly stable and assists staff in best practices when working with Family.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Attendance has shifted downward in small increments over the past few years. **Root Cause:** Lack of serious consideration of and often times commitment to the value of a PK education by families.

Student Achievement

Student Achievement Summary

Carver students are assessed 3 times per year with CIRCLE Assessment. We saw growth in all areas from 2017-2018; however, remain cognizant there is much room to improve as evidenced by the following information.

50% of Carver students mastered 20 or more letter sounds at the end of 2017-2018

Student Achievement Strengths

Following Directions 99% Vocabulary 91% Name Writing 89%

Counting 91% Measurement 89% Positional Words 88% Cardinality 86% Subitizing 82%

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): Carver PreK children lack emergent literacy skills **Root Cause:** Lack of focus in homes related to emergent literacy

School Culture and Climate

School Culture and Climate Summary

Carver school culture and climate remains positive as a result of the age student we work with and the stability of the staff within the school and their commitment to work with students and parents to create a positive first educational experience.

School Culture and Climate Strengths

Age of students, parent choice in enrolling student initially, staff stability, training and motivation. Carver increased parental engagement by conducting: Conscious Discipline Events for Parents such as "Wish You Well"; Parenting Partner Training; Fun in the Sun Community Fair; Each classroom hosts 1` "show off event" in the Spring and one in the Fall; Cars with Dads Event

Over the Past year, Carver Staff have been engaged in high quality professional development in relation to Parent Engagement. More specifically leading Academic Parent Teacher team Meetings with our Parents.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1 (Prioritized): Carver Staff has basic knowledge in leading APTT meetings. There is a need to strengthen expertise in this area. **Root Cause:** Time and training to acquire a higher level skill set.

Problem Statement 2 (Prioritized): Carver Parents are young and lack basic skills to support students at home. **Root Cause:** Carver parents are young, first time "school parents."

Problem Statement 3 (Prioritized): Carver staff require updated, high impact, research based training in order to adequately serve challenging students from challenging circumstances **Root Cause:** Carver is experiencing a growth in numbers of students who come to school with challenges beyond our training

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Carver recruits new staff in these ways: 1. engaging substitutes in a positive manner; 2. functioning as a field experience venue for UTPB education students; 3. a Satisfied current staff.

Staff Quality, Recruitment, and Retention Strengths

The factors in the summary are strengths in quality, recruitment and retention.

The age of our students and their natural motivation to learn in their first educational experience is also a strength.

As mentioned in the school culture/climate section high quality professional development with multiple opportunities of growth are provided to all staff. All staff whether certified or classified are provided with equal opportunities.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Carver utilizes curriculum resources such as Frog Street Press, Conscious Discipline and Handwriting Without Tears to support instruction aligned with the Texas PreK Guidelines. Students are assessed 2 times per year and instruction is aligned with the results of the assessments. Carver uses CIRCLE assessment instrument.

Curriculum, Instruction, and Assessment Strengths

Stability of curriculum and staff creates a strong instruction base. PLCs actively review data and make instructional changes based upon it. TTESS has provided a platform of growth for all staff. CIT has begun to view data as a tool to set schoolwide goals for staff and students.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): Carver lacks a competent technology component to our curriculum. **Root Cause:** Source used in the past has proven to be unreliable.

Parent and Community Engagement

Parent and Community Engagement Summary

Carver has a substantial family involvement plan. It is supported by all staff.

Parent and Community Engagement Strengths

Carver has a plan that is supported by staff.

Carver currently hosts the following parent engagement opportunities for parents: Parenting Partners (we remain one of the higher quality programs in the district); Family Visits prior to school beginning, Milk and Cookies, Family Outside Work Day, Block Fest, 2 Book Fairs, Individual parent Conferences, Wish You Well Day, 2 Academic Parent Teacher Team Meetings, Block Fest, Camp Read S'More, Cars with Dads; Transportation Parade; Animal Day Parade; various home projects; Fun in the Sun Community Fair

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): Carver lacks a parent advisory component at the campus level. **Root Cause:** Lack of staff understanding the power of parents in goal setting and leadership

Problem Statement 2 (Prioritized): Face to face interactions with parents during COVID 19 require changes in our practice. **Root Cause:** Current COVID19 challenges school's traditional face to face practice of engaging parents.

School Context and Organization

School Context and Organization Summary

Carver's key to organization and context are these factors:

1. PLCs,

2. School committees who are committed to a variety of areas.

3. CIT

School Context and Organization Strengths

Carver PLCs are both "broad" and "narrow" in scope. Staff engages in PLCs organized around team or hallway locations.

Every staff member has ownership in some aspect of our school as each one serves on at least one committee.

CIT is an elected body who are trusted and respected.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1 (Prioritized): PLCs lacks a strong data analysis component **Root Cause:** PLCs lack recent training in Data analysis processes.

Technology

Technology Summary

As of March, 2020, technology became a vital part of the instructional media for Carver. While "in class" technology components are secure, there is a lack of quality technology for teachers to use in providing virtual instruction from either their classroom or their homes. The lack of broadband in some places where our students reside coupled with the lack of devices create special challenges for Pk students and teachers.

Technology Strengths

Teacher desire to learn and grow in providing virtual instruction continues. 2019-2020 Title I funds were used to purchase each teacher a quality laptop without the barrier of District required training attached to acquiring a District Laptop.

Problem Statements Identifying Technology Needs

Problem Statement 1 (Prioritized): Teacher skill and knowledge of providing virtual instruction overall is lacking. **Root Cause:** Teachers have not had the opportunity for quality professional development in this area.

Problem Statement 2 (Prioritized): PK virtual engagement is lagging behind. **Root Cause:** Lack of broadband and device availability for many Carver students exists.

Problem Statement 3 (Prioritized): PK virtual engagement is lagging behind. **Root Cause:** These students have not had quality virtual teaching/learning experiences. they know nothing more than using a device to play games or view videos for entertainment purposes.

Problem Statement 4 (Prioritized): PK virtual engagement is lagging behind. **Root Cause:** Parents do have not had the opportunity to engage in quality virtual learning/teaching experiences with their children.

Problem Statement 5 (Prioritized): Carver use of a consistent virtual platform across the school. **Root Cause:** No school acquired platform for all classroom to utilize.

Priority Problem Statements

Problem Statement 1: Attendance has shifted downward in small increments over the past few years.

Root Cause 1: Lack of serious consideration of and often times commitment to the value of a PK education by families.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Carver PreK children lack emergent literacy skills

Root Cause 2: Lack of focus in homes related to emergent literacy

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: Carver Staff has basic knowledge in leading APTT meetings. There is a need to strengthen expertise in this area.

Root Cause 3: Time and training to acquire a higher level skill set.

Problem Statement 3 Areas: School Culture and Climate

Problem Statement 4: Carver Parents are young and lack basic skills to support students at home.

Root Cause 4: Carver parents are young, first time "school parents."

Problem Statement 4 Areas: School Culture and Climate

Problem Statement 5: Carver staff require updated, high impact, research based training in order to adequately serve challenging students from challenging circumstances

Root Cause 5: Carver is experiencing a growth in numbers of students who come to school with challenges beyond our training

Problem Statement 5 Areas: School Culture and Climate

Problem Statement 6: Carver lacks a competent technology component to our curriculum.
Root Cause 6: Source used in the past has proven to be unreliable.
Problem Statement 6 Areas: Curriculum, Instruction, and Assessment

Problem Statement 7: Carver lacks a parent advisory component at the campus level.
Root Cause 7: Lack of staff understanding the power of parents in goal setting and leadership
Problem Statement 7 Areas: Parent and Community Engagement

Problem Statement 8: Face to face interactions with parents during COVID 19 require changes in our practice.
Root Cause 8: Current COVID19 challenges school's traditional face to face practice of engaging parents.
Problem Statement 8 Areas: Parent and Community Engagement

Problem Statement 9: PLCs lacks a strong data analysis component
Root Cause 9: PLCs lack recent training in Data analysis processes.
Problem Statement 9 Areas: School Context and Organization

Problem Statement 10: Teacher skill and knowledge of providing virtual instruction overall is lacking.
Root Cause 10: Teachers have not had the opportunity for quality professional development in this area.
Problem Statement 10 Areas: Technology

Problem Statement 11: PK virtual engagement is lagging behind.
Root Cause 11: Lack of broadband and device availability for many Carver students exists.
Problem Statement 11 Areas: Technology

Problem Statement 12: PK virtual engagement is lagging behind.

Root Cause 12: These students have not had quality virtual teaching/learning experiences. they know nothing more than using a device to play games or view videos for entertainment purposes.

Problem Statement 12 Areas: Technology

Problem Statement 13: PK virtual engagement is lagging behind.

Root Cause 13: Parents do have not had the opportunity to engage in quality virtual learning/teaching experiences with their children.

Problem Statement 13 Areas: Technology

Problem Statement 14: Carver use of a consistent virtual platform across the school.

Root Cause 14: No school acquired platform for all classroom to utilize.

Problem Statement 14 Areas: Technology

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Quantifiable goals for student performance in reading and math PreK-3(HB 3)
- Campus goals
- Quantifiable goals for measures of CCMR(HB 3)
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

Accountability Data

- Local Accountability Systems (LAS) data
- Annual Measurable Achievement Objectives (AMAO) data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- Observation Survey results
- Prekindergarten Self-Assessment Tool
- Texas approved Prekindergarten and Kindergarten assessment data
- Other Prekindergarten and Kindergarten assessment data
- Other Prekindergarten and Kindergarten assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- Homeless data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Enrollment trends
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Highly qualified staff data
- Campus leadership data
- TTESS data
- T-PESS data
- TTESS data
- PDAS and/or T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Parent Involvement Rate

Support Systems and Other Data

- Budgets/entitlements and expenditures data
- Study of best practices
- Other additional data

Goals

Goal 1: Foundational Excellence: ECISD will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 1: Carver Student Attendance will increase from 92% to 94% by the end of of 2020-2021

Evaluation Data Sources: District attendance reports

Summative Evaluation: None

Strategy 1: Conduct conferences in several forums:
1. Conference each Parent at Registration
2. Conversation at Principal Orientation and Family Visits

Strategy's Expected Result/Impact: Carver school-wide attendance percentage will improve.

Staff Responsible for Monitoring: Assistant Principal
Counselor
Attendance Committee

Title I Schoolwide Elements: None

TEA Priorities: None

ESF Levers: Lever 3: Positive School Culture

Problem Statements:
Demographics 1

Funding Sources:
None

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Strategy 2: Carver will develop and maintain positive relationships with students and parents by communication:
1. Conducting Family visits at the beginning of the year
2. Conduct a Family visit each time a new student enrolls
3. Utilize available means of communication to include SeeSaw, weekly Newsletters, ParentLink,

Strategy's Expected Result/Impact: Carver school-wide attendance percentage will improve.

Staff Responsible for Monitoring: Assistant Principal
Counselor
Attendance Committee

Title I Schoolwide Elements: 2.4, 3.1

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: Lever 3: Positive School Culture

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Strategy 3: Carver will utilize an Attendance Committee to review attendance trends and plan celebrations

Strategy's Expected Result/Impact: Improved attendance

Staff Responsible for Monitoring: Assistant Principal
Counselor
Attendance Committee

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:
Incentives Local $200

ESF Levers: None

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Demographics

Problem Statement 1: Attendance has shifted downward in small increments over the past few years. **Root Cause:** Lack of serious consideration of and often times commitment to the value of a PK education by families.

Performance Objective 2: Provide the environment conducive to all educational needs in conjunction with the development of a Long-Range Facilities Plan that will move the District forward in the future.

Evaluation Data Sources: Classroom Cafeteria checklist

Summative Evaluation: None

Strategy 1: Implement universal free feeding to all elementary students.

Strategy's Expected Result/Impact: Student engagement due to hunger will lessen

Staff Responsible for Monitoring: Principal
All Teachers

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 3: Provide differentiated processes for priority classrooms/students.

Evaluation Data Sources: Published Plan
Numbers of visits to counselor office due to transition anxiety

Summative Evaluation: None

Strategy 1: Carver will welcome students at the beginning of the year by creating clean, engaging classrooms

Strategy's Expected Result/Impact: Students will feel safe and welcome in new school environment.
Students engage quicker at the start of the new school year

Staff Responsible for Monitoring: Principal
Assistant Principal
Custodians

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: Improve low-performing schools

Funding Sources:
None

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 4: Carver will embed technology for anytime, anywhere teaching and learning.

Evaluation Data Sources: Lesson Plans
Walk Through Data
Management System Data Reports

Summative Evaluation: None

Strategy 1: Use technology resources that will enable students, teachers and leaders to implement and monitor personalized learning for all, including the following: Learning Management System (LMS) and Adaptive Technology

Strategy's Expected Result/Impact: Students will show educational progress using a technology resource

Staff Responsible for Monitoring: Principal
Assistant Principal
CIT

Title I Schoolwide Elements: None

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements:
Technology 5

Funding Sources:
None

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Strategy 2: All Carver Teachers will implement SeeSaw

Strategy's Expected Result/Impact: A consistent virtual platform for all teachers, students and parents reducing confusion and frustration

Staff Responsible for Monitoring: Principal
Assistant Principal
Lori Evans
Tatum Roe
Maria Cabrera

Title I Schoolwide Elements: None

TEA Priorities: None

ESF Levers: None

Problem Statements:
Technology 5

Funding Sources:
Fees for School, Platinum version of SeeSaw Title One School-wide $1,650

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No Progress	Accomplished	Continue/Modify	Discontinue

Technology

Problem Statement 5: Carver use of a consistent virtual platform across the school. **Root Cause:** No school acquired platform for all classroom to utilize.

Performance Objective 5: Develop the adult collective understanding and shared vision of Social Emotional Learning (SEL) that creates systemic change where SEL can thrive.

Evaluation Data Sources: Training Documentation
Counselor reports

Summative Evaluation: None

Strategy 1: Staff will engage in professional learning about SEL research and practice. Carver staff will continue to become excellent practitioners of Conscious Discipline through ongoing training, study and coaching.

Strategy's Expected Result/Impact: Students become self regulators and engage in learning and social emotional activities with ease. Students become "coaches" of other students.

Staff Responsible for Monitoring: Assistant Principal
Counselor
Conscious Discipline Committee

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: Recruit, support, retain teachers and principals

Funding Sources:
Title One School-wide $6,000

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 6: Carver will provide a safe and supportive learning environment.

Evaluation Data Sources: Improved Attendance
Report Card/Data Sheets
Discipline Reports

Summative Evaluation: None

Strategy 1: * Awareness training for staff, students and parents will be provided in the area of sexual abuse and other maltreatment of children. All new staff will be trained during required new employee training on Darkness to Light, /Stewards of Child prevention program. Counselors will train all staff during on-campus professional development on prevention and reporting requirements. Required child abuse awareness posters for students will be displayed on all campuses.
*All School and SAS counselors will be trained yearly in ECISD crisis response procedures. All campus staff will be trained yearly during campus professional development concerning ECISD suicide prevention response procedures.
*The ECISD comprehensive Guidance and Counseling curriculum will continue to be implemented in PK to implement lessons that will include dating violence, child abuse, bullying, conflict resolution, substance abuse, self efficacy, decision making, behavior and other social-emotional topics.
* Student Assistance Services Counselors will provide trauma-informed counseling services to address the social-emotional needs of at-risk students.
* Teacher discipline management programs will be evaluated for alignment to CHAMPS, PBIS, and Conscious Discipline practices (SEL body of work).
* Carver will attach the district's freedom from bullying policy and procedures which includes how to prevent, identify, respond to and report bullying. Administrators will follow all legal requirements pertaining to incidents of bullying. School counselors will provide guidance lessons or implement programs to include bullying prevention.
* Campus-level systems and structures will be developed to monitor/improve dis aggregated discipline data regularly to inequities.

Strategy's Expected Result/Impact: Improved Attendance
Improved Academic Growth
Decrease in Counselor Office Visits

Staff Responsible for Monitoring: Principal
Counselor

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

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Strategy 2: . Strategy: Carver Counselor will provide weekly SE lessons to classrooms using Conscious Discipline resources

Strategy's Expected Result/Impact: Improved academic growth
Improved attendance
Improved self regulations skills

Staff Responsible for Monitoring: Principal
Counselor

Title I Schoolwide Elements: None

TEA Priorities: None

ESF Levers: None

Problem Statements: None

Funding Sources:
None

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Strategy 3: Provide equity training for all staff by contracting with Hearn and Hearn.

Strategy's Expected Result/Impact: Staff will interact with all equitably

Staff Responsible for Monitoring: Principal
Assistant Principal
Couselor

Title I Schoolwide Elements: None

TEA Priorities: None

ESF Levers: None

Problem Statements:
School Culture and Climate 3

Funding Sources:
Consultant fees and materials Title One School-wide $17,000

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Strategy 4: All staff will complete District Unbiased Training

Strategy's Expected Result/Impact: Any Visitor, Parent or Student at Carver Campus will be treated with respect

Staff Responsible for Monitoring: Principal
Assistant Principal
Counselor

Title I Schoolwide Elements: None

TEA Priorities: None

ESF Levers: None

Problem Statements: None

Funding Sources:
None

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Strategy 5: Teacher discipline management programs will be evaluated for alignment to Conscious Discipline

Strategy's Expected Result/Impact: Reduced visits to Counselor Office
Reduced "management visits" by Campus Administrators to classrooms
Increased in self regulation skills in students

Staff Responsible for Monitoring: Principal
Assistant Principal
Counselor

Title I Schoolwide Elements: None

TEA Priorities: None

ESF Levers: None

Problem Statements:
School Culture and Climate 3

Funding Sources:
Conscience Discipline Coaching fees Title One School-wide $6,000

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

School Culture and Climate

Problem Statement 3: Carver staff require updated, high impact, research based training in order to adequately serve challenging students from challenging circumstances **Root Cause:** Carver is experiencing a growth in numbers of students who come to school with challenges beyond our training

Goal 2: Invest in Talent: ECISD will recruit, develop and retain highly-effective individuals who are invested in looking at tomorrow to inform their practices today.

Performance Objective 1: 100% of Carver students will be taught by highly qualified teachers and instructional paraprofessionals.

Evaluation Data Sources: TAPR
System Data
Exit Survey Data

Summative Evaluation: None

Strategy 1: 1.Hire highly qualified staff
2.Offer high quality professional development:

Strategy's Expected Result/Impact: Teacher retention will continue at a high rate
Carver will retain a pool of qualified teacher and assistant candidates.

Staff Responsible for Monitoring: Principal
CIT

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: None

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Strategy 2: Create a "grow our own pool" of candidates by: *
Collaborating with Cheryl Cunningham as a practicum site for Child Guidance Classes.
Hire Assistants who are quality candidates and are pursuing certification in Early Childhood.

Strategy's Expected Result/Impact: Teacher retention at Carver will continue to be high

Staff Responsible for Monitoring: Principal
CIT

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: None

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Strategy 3: Offer quality growth opportunities by contracting with Hearn and Hearn to conduct 3 sessions during the year.

Strategy's Expected Result/Impact: Retain high quality teachers

Staff Responsible for Monitoring: Principal
CIT

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:
Training costs and materials Title One School-wide $17,750

ESF Levers: None

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 2: Carver will actively provide researched based, high quality growth experiences in terms of professional development and conference attendance for staff.

Evaluation Data Sources: Sign In Sheets, Walk Throughs, TTESS data

Summative Evaluation: None

Strategy 1: 1.All Staff will engage in Virtual Teaching/Learning Development

Strategy's Expected Result/Impact: Staff will gain in skill and knowledge to employ in their classrooms.

Staff Responsible for Monitoring: Principal
Assistant Principal
Lori Evans
Karla Ortiz
Tatum Roe

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: None

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Strategy 2: Staff will attend conferences such as TAYEC and TASPYC

Strategy's Expected Result/Impact: Increased skills and knowledge

Staff Responsible for Monitoring: Principal
Assistant Principal

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: None

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 3: In 2020-21, Carver will offer a job-embedded, personalized professional learning system for teachers.

Evaluation Data Sources: Beginning of the Year Goals
Middle of the Year Goal Progress Report
End of the Year Goal Attainment Report

Summative Evaluation: None

Strategy 1: Each campus administrator will conduct a minimum of 5 documented walkthroughs and/or observation/feedback meetings per week.

Strategy's Expected Result/Impact: Improved Instruction
Teachers will request, attend and implement learning gained from PD that directly relate to their personal growth goals.

Staff Responsible for Monitoring: Principal
Assistant Principal
All Teachers self monitor

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

Funding Sources:
None

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 3: Learning Journey: ECISD will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.

Performance Objective 1: Students recognizing 20 or more letter sounds will increase from 80% to 89% by May 2021.

Evaluation Data Sources: CLI BOY' and EOY data
Report Card data
Teacher data sheets

Summative Evaluation: None

Strategy 1: 1) 1. Daily emphasis will be placed on letter sounds.
2. Classroom Centers will be designed and executed in each classroom to support the acquisition of letter sounds
3. Morning Message will be used with fidelity in each classroom

Strategy's Expected Result/Impact: Students will show steady improvement throughout the year and reach their individual appropriate goal

Staff Responsible for Monitoring: Principal
Literacy Committee

Title I Schoolwide Elements: None

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements:
Student Achievement 1

Funding Sources:
None

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Strategy 2: 4. APTT Meetings will be used to teach Parents strategies to support students

Strategy's Expected Result/Impact: Parents will gain skills in facilitating literacy learning at home

Staff Responsible for Monitoring: CIT

Title I Schoolwide Elements: None

TEA Priorities: None

ESF Levers: None

Problem Statements:
School Culture and Climate 2

Funding Sources:
Materials Title One School-wide $3,000

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Summative
May

0% No Progress	100% Accomplished	Continue/Modify	Discontinue

Student Achievement

Problem Statement 1: Carver PreK children lack emergent literacy skills **Root Cause:** Lack of focus in homes related to emergent literacy

School Culture and Climate

Problem Statement 2: Carver Parents are young and lack basic skills to support students at home. **Root Cause:** Carver parents are young, first time "school parents."

Performance Objective 2: Performance Objective :Carver students who struggle will be given prompt support to improve skills and remove barriers.

Evaluation Data Sources: CLI BOY data
Teacher checklists 1st quarter
Report Card data 2nd & 3rd quarter.

Summative Evaluation: None

Strategy 1: 1. Identify struggling students
2.Refer to : RTI, Speech, Special Education as appropriate
3.Notify parents and conference
4.Implement small group interventions in classroom
5.Consult with PLC about intervention strategies
6.Conduct Home visits
7.Ensure each Carver student has access to books in their home through book give away and book checkout for parents
8.Identify students for Food 2 Kids Program and begin distribution

Strategy's Expected Result/Impact: Progress will be evident on final progress reports as measured by individual student growth

Staff Responsible for Monitoring: Principal
Counselor
Speech Pathologist
D'on Paquette
Stephanie Johnson
Clarissa Funk
Tatum Roe
Jana Mitchell
Anita Ibarra

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

Funding Sources:
None

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

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0%
No Progress
100%
Accomplished
Continue/Modify
Discontinue

Performance Objective 3: 100% of Carver teachers will use CIRCLE assessment tools to analyze data

Evaluation Data Sources: PLC agenda & notes; data sheets, Student data records

Summative Evaluation: None

Strategy 1: 1) 1. CIRCLE BOY & EOY FSP Assessments
2. Analyze data individually
3. Analyze data with PLC

Strategy's Expected Result/Impact: EOY data will show growth for all students as compared to BOY data

Staff Responsible for Monitoring: Principal
Assistant Principal
Kristen Dees
Lorena Cabrera
Tatum Roe

Title I Schoolwide Elements: None

TEA Priorities: None

ESF Levers: None

Problem Statements:
School Context and Organization 1

Funding Sources:
None

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

School Context and Organization

Problem Statement 1: PLCs lacks a strong data analysis component **Root Cause:** PLCs lack recent training in Data analysis processes.

Performance Objective 4: 100% of Carver classrooms will utilize Higher Order thinking in lesson delivery and learning center execution

Evaluation Data Sources: 2021 State Accountability.

Summative Evaluation: None

Strategy 1: Teachers will add HOT questions to all lesson plans

Strategy's Expected Result/Impact: Carver Students will demonstrate higher order thinking when solving problems, asking questions, or in conversations with teachers and peers.

Staff Responsible for Monitoring: Assistant Principal
Tatum Roe
Karla Garay
Elaine Wiltsey

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: None

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Strategy 2: Teachers will discuss HOT in PLCs

Strategy's Expected Result/Impact: Teacher HOT questioning strategies will increase

Staff Responsible for Monitoring: Principal
Assistant Principal
Elaine Wiltsey
Karla Garay
Stephanie Johnson

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: None

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0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue

Performance Objective 5: Implement innovative instructional models which enable personalized learning for all students.

Evaluation Data Sources: LMS data to include: BOY, routine checks, EOY
Teacher Data Sheets
PLC Analysis Spread Sheets
Know and Show Charts

Summative Evaluation: None

Strategy 1: Implement assessment models that ensure teachers and students are able to monitor their learning and growth. Assessment models will include the following: Imagine Math and Literacy Formative Assessments, and Aggressive Monitoring

Strategy's Expected Result/Impact: Individual student Growth both incrementally and over time
Adjustments to individual student's learning plans occur immediately

Staff Responsible for Monitoring: Principal
Assistant Principal
ALL Teachers

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: Build a foundation of reading and math

Funding Sources:
None

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

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Strategy 2: Principal will implement Professional Learning Communities (PLCs) where teams implement the Data-Driven Instructional process, develop Texas PK Guideline (Know/Show charts), implement the coaching model of Observation/Feedback, and plan for student mastery of learning objectives through a personalized learning path

Strategy's Expected Result/Impact: Engaging Classrooms (school based as well as virtual)

Staff Responsible for Monitoring: Principal
Assistant Principal
Claudia Santiago
Anita Ibarra
Celina Butler

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: None

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Campus Funding Summary

Local					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	3	Incentives		$200.00
				Sub-Total	$200.00

Title One School-wide					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	4	2	Fees for School, Platinum version of SeeSaw		$1,650.00
1	5	1			$6,000.00
1	6	3	Consultant fees and materials		$17,000.00
1	6	5	Conscience Discipline Coaching fees		$6,000.00
2	1	3	Training costs and materials		$17,750.00
3	1	2	Materials		$3,000.00
				Sub-Total	$51,400.00
				Grand Total	$51,600.00

Addendums

Ector County Independent School District

Cavazos Elementary

Improvement Plan

2020-2021

Mission Statement

Mission Statement:
The staff of Cavazos Elementary believes that all children can learn and strive to become successful and productive citizens for tomorrow.

We are committed to the development and growth of each child and to the recognition of each child as an individual. We value the opportunity to respond to each child's needs.

At Cavazos, we also believe all teachers should maintain high expectations and positive attitude necessary to promote success for each child.

EXPLORING - ENGAGING - EMPOWERING

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Priority Problem Statements

Problem Statement 1: Low academic achievement in reading and math for EL's and economically disadvantaged sub-populations

Root Cause 1: Lack of sufficient resources for English learners and economically disadvantaged students to attend after school tutorials due to transportation.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Cavazos met 0 of 14 target indicators in areas of academic achievement in the 2018 STAAR Assessment data.

Root Cause 2: Ineffective teaching strategies.

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: Provide a positive school environment for students and staff in a virtual, hybrid, and/or on-campus instructional environment.

Root Cause 3: School closures and adapting to a change of instructional environment, new staff members, different student population.

Problem Statement 3 Areas: School Culture and Climate

Problem Statement 4: All lessons are not implemented as stated on lesson plans or focused on student outcomes.

Root Cause 4: Inconsistent implementation of Instructional Coaching and an observation/feedback model.

Problem Statement 4 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 5: Teacher planning has not been done efficiently.

Root Cause 5: Lack of teacher content knowledge and collaboration with all team members during a common planning period.

Problem Statement 5 Areas: Curriculum, Instruction, and Assessment

Problem Statement 6: Insufficient parent engagement.

Root Cause 6: Lack of consistent communication between parent and teachers.

Problem Statement 6 Areas: Parent and Community Engagement

Problem Statement 7: Focused intervention does not occur in all classrooms

Root Cause 7: Teachers find it difficult to follow the built in time on their teacher created schedule.

Problem Statement 7 Areas: School Context and Organization

Problem Statement 8: Lack of technology resources available for students and teachers.

Root Cause 8: Funding, connectivity issues in West Odessa, and need for more teacher training for proper implementation.

Problem Statement 8 Areas: Technology

Goals

Goal 1: Foundational Excellence: Cavazos will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 1: Cavazos Elementary's annual student attendance will increase from 93.1 % in March 2020 to 94.7% in May 2021. (Attendance Distinction target set by district)

Evaluation Data Sources: District/Campus Weekly Attendance Reports
Truancy Contracts

Summative Evaluation: None

Strategy 1: Encourage / motivate to attend school on a daily basis by implementing incentive activities.
-Class/Campus Newsletters
- Class Charts
- Counsel parents on the importance of education.
- Reward students with Perfect Attendance
-Rewards students with academic achievement
-Other incentives

Strategy's Expected Result/Impact: Increase daily attendance rate

Staff Responsible for Monitoring: All staff and parents

Title I Schoolwide Elements: 2.4, 2.6

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: None

Formative
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Strategy 2: Enhance Parental Engagement by communicating with parents through phone calls, notes, visits, and conferences, when student is absent.

Strategy's Expected Result/Impact: Teachers will document on Eduphoria all truancy contacts to Increase daily attendance rate

Staff Responsible for Monitoring: Administration, Attendance clerk, and teachers

Title I Schoolwide Elements: 2.5, 2.6

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 2: Cavazos will ensure efficient systems are in place to increase productivity to meet the needs of all that we serve.

Evaluation Data Sources: Student culture plans and student academic performance

Summative Evaluation: None

Strategy 1: Campus instructional leaders use normed tools and processes to conduct observations, capture trends, and track student progress over time.

Strategy's Expected Result/Impact: Provide feedback to teachers and improve instructional strategies to promote student achievement.

Staff Responsible for Monitoring: Administration, teachers, leadership team

Title I Schoolwide Elements: 2.4, 2.5

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

Formative	Summative
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Strategy 2: Cavazos will continue to focus on student /staff safety on the school campus and functions through active, preventative measures, Emergency Operations plan, and Safety Drills

Strategy's Expected Result/Impact: Staff and students will understand and follow proper fire, tornado, lock-down and evacuation procedures.

Staff Responsible for Monitoring: Principal, Assistant Principals, Teachers, Counselor

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: Lever 3: Positive School Culture

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 3: Cavazos will embed technology for anytime, anywhere teaching and learning.

Evaluation Data Sources: Google classroom use, Seesaw use, PLC's

Summative Evaluation: None

Strategy 1: Provide students with research based intervention programs/ strategies that will help ensure student success and help them acquire proficient and advanced levels of academic STAAR. Furnish necessary materials.
*Before/After School Targeted Tutorials (virtually if necessary)
*Flocabulary (assigned by teachers for students to complete virtually)
*Accelerated Reader
*Hands-on Activities
*Creation and posting of colored Anchor Charts in the classroom/to be shared virtually with students (using poster maker/colored ink)
*Creation and posting of cut outs and manipulatives to engage student lessons (use of die cut machine)

Strategy's Expected Result/Impact: Increase student achievement in all areas.

Staff Responsible for Monitoring: Leadership team and Library Media Specialist for training and monitoring, teachers for implementation.

Title I Schoolwide Elements: 2.5

Problem Statements: None

TEA Priorities: Build a foundation of reading and math

ESF Levers: None

Funding Sources:
Accelerated Reader Title One School-wide 211 $10,000
Flocabulary subscription Title One School-wide 211 $2,500

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Strategy 2: Campus staff will utilize Google Classroom platform and the campus will provide teacher resources for effective implementation of instruction.

Strategy's Expected Result/Impact: Increase understanding of using technology platforms.

Staff Responsible for Monitoring: Administrators for supervision and teachers for implementation

Title I Schoolwide Elements: 2.4

Problem Statements: None

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: None

Funding Sources:
None

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Strategy 3: Teachers will utilize Eduphoria and other district technology programs to analyze formative and summative student assessments

Strategy's Expected Result/Impact: By providing teachers with technology they will be able to support students in the classroom to improve student achievement.

Staff Responsible for Monitoring: Administration and teachers

Title I Schoolwide Elements: 2.4

Problem Statements: None

TEA Priorities: Improve low-performing schools

Funding Sources: None

ESF Levers: None

Formative
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Strategy 4: Teachers will implement K-12 to assist with moving student up a language proficiency score in TELPAS.

Strategy's Expected Result/Impact: Through the use of the K-12 summit program, students can practice the proficiency levels in listening, speaking, reading and writing.

Staff Responsible for Monitoring: Bilingual Teachers, campus administration

Title I Schoolwide Elements: 2.4, 2.6

Problem Statements: None

TEA Priorities: Build a foundation of reading and math

Funding Sources: None

ESF Levers: None

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Strategy 5: Cavazos will purchase technology to be used on campus by staff for implementation of web tools and programs.

Strategy's Expected Result/Impact: To improve student outcomes and promote engaging student lessons.

Staff Responsible for Monitoring: Teachers, administration

Title I Schoolwide Elements: 2.4, 2.5

Problem Statements: None

TEA Priorities: Build a foundation of reading and math

Funding Sources: Technology purchases Title One School-wide

ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 4: Cavazos will build a campus-wide awareness and commitment to develop, implement and integrate SEL initiatives.

Evaluation Data Sources: Staff and parent surveys

Summative Evaluation: None

Strategy 1: Implementation of CHAMPS protocol and Counselor character education lessons embedded monthly.		
Strategy's Expected Result/Impact: Create a positive campus culture. **Staff Responsible for Monitoring:** Counselor and leadership team. **Title I Schoolwide Elements:** 2.5 **TEA Priorities:** None **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** None **Funding Sources:** None	**Formative** Oct Jan Mar **Summative** May	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 5: Cavazos will provide a safe and supportive school environment

Evaluation Data Sources: CHAMPS implementation, discipline reports

Summative Evaluation: None

Strategy 1: All staff will complete required Ethics training, Safe School's training and Trauma and Sexual Harassment training.

Strategy's Expected Result/Impact: Promote a safe and supportive environment

Staff Responsible for Monitoring: Administrators, and all staff

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: Recruit, support, retain teachers and principals

Funding Sources: None

ESF Levers: None

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Mar	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 2: Invest in Talent: Cavazos will recruit, develop and retain highly-effective individuals who are invested in looking at tomorrow to inform their practices today.

Performance Objective 1: In 2020-21, Cavazos will offer a job-embedded, personalized professional learning system for teachers and administrators.

Evaluation Data Sources: Employee Performance Evaluations
Staff Retention Rates
Eduphoria STRIVE
Staff Exit Survey Data

Summative Evaluation: None

Strategy 1: Campus administrators will strategically conduct a minimum of five documented walkthroughs and or observation and feedback meetings per week.

Strategy's Expected Result/Impact: Improve student outcomes and teacher growth.

Staff Responsible for Monitoring: Campus administrators and instructional specialists.

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: None

TEA Priorities: Recruit, support, retain teachers and principals

Funding Sources: None

ESF Levers: None

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Strategy 2: Administrators and instructional coaches will attend RELAY training and implement strategies to support teachers.

Strategy's Expected Result/Impact: Data-drive instruction implementation, improved student achievement.

Staff Responsible for Monitoring: Campus administrators and instructional specialists

Title I Schoolwide Elements: 2.5

Problem Statements: None

TEA Priorities: Recruit, support, retain teachers and principals

Funding Sources: None

ESF Levers: None

Formative	Summative
Oct	Jan
Mar	May

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: Learning Journey: Cavazos will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. Cavazos will equip students to be adaptable in an ever-changing society.

Performance Objective 1: The percentage of 3rd through 5th grade students who meet standard in reading and mathematics on the standard state assessment will increase in Approaches from the overall average 71% to the overall average of 75%, in Meets from 34% to 40% and in Masters from 14% to a 20% by the end of the 2020-2021 school year.

Evaluation Data Sources: MAP Growth Assessment, State Accountability 2019, 2020

Summative Evaluation: None

Strategy 1: PLCs will focus on student learning outcomes by focusing on creating Know and Show charts.

Strategy's Expected Result/Impact: Increase teacher capacity and content knowledge.

Staff Responsible for Monitoring: Admin team and teachers

Title I Schoolwide Elements: 2.5

Problem Statements: None

TEA Priorities: Recruit, support, retain teachers and principals

Funding Sources: None

ESF Levers: None

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Strategy 2: Coordinate vertical / horizontal team planning on a Scheduled basis. (PLC's) and upon administration of local / state assessments, disaggregate, analyze, and plan according to data.

Strategy's Expected Result/Impact: Promote data-driven instruction

Staff Responsible for Monitoring: Teachers, instructional specialists, admin team

Title I Schoolwide Elements: 2.5

Problem Statements: None

TEA Priorities: Recruit, support, retain teachers and principals

Funding Sources: None

ESF Levers: None

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 2: Cavazos will implement innovative instructional models which enable personalized learning for all students.

Targeted or ESF High Priority

Evaluation Data Sources: None

Summative Evaluation: None

Strategy 1: Cavazos will create and implement a unique class schedule in all K-5th grade classrooms to optimize the virtual learning experience for students.

Strategy's Expected Result/Impact: Successful virtual instruction implementation.

Staff Responsible for Monitoring: Teachers and admin team

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: None

TEA Priorities: Build a foundation of reading and math

Funding Sources: None

ESF Levers: None

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Strategy 2: Strategy: Implement assessment models that ensure teachers and students are able to monitor their learning and growth. Assessment models will include the following: MAP Growth Assessments, Formative Assessments, and Aggressive Monitoring

Strategy's Expected Result/Impact: Increase student outcomes

Staff Responsible for Monitoring: All teachers, admin, and instructional sepciallists.

Title I Schoolwide Elements: 2.4, 2.6

Problem Statements: None

TEA Priorities: Build a foundation of reading and math

Funding Sources: None

ESF Levers: None

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Strategy 3: Cavazos will furnish teachers with the necessary supplies, materials and technology for personalized instruction for students.

Strategy's Expected Result/Impact: Improved student outcomes.

Staff Responsible for Monitoring: Teachers, Instructional specialists, and Adminstration.

Title I Schoolwide Elements: 2.6

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Problem Statements:
Student Achievement 1
School Culture and Climate 1
Technology 1

Funding Sources:
Title Funds for materials Title One School-wide

Formative
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 No Progress Accomplished Continue/Modify Discontinue

Student Achievement

Problem Statement 1: Cavazos met 0 of 14 target indicators in areas of academic achievement in the 2018 STAAR Assessment data. **Root Cause:** Ineffective teaching strategies.

School Culture and Climate

Problem Statement 1: Provide a positive school environment for students and staff in a virtual, hybrid, and/or on-campus instructional environment. **Root Cause:** School closures and adapting to a change of instructional environment, new staff members, different student population.

Technology

Problem Statement 1: Lack of technology resources available for students and teachers. **Root Cause:** Funding, connectivity issues in West Odessa, and need for more teacher training for proper implementation.

Performance Objective 3: Cavaozs will promote SEL for all students across the campus.

Performance Objective 4: The percentage of students reading on grade level in grades K-2 will increase 4% from the BOY MAP to EOY MAP assessment.

Evaluation Data Sources: MAP Growth Assessment

Summative Evaluation: None

Strategy 1: Cavazos will follow all district guidelines and recommended minutes in literacy.

Strategy's Expected Result/Impact: Improved student literacy scores.

Staff Responsible for Monitoring: Teachers in checking progress and individualizing instruction, admin team

Title I Schoolwide Elements: 2.4, 2.6

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

Formative	Summative
Oct	May
Jan	
Mar	

No Progress

Accomplished

Continue/Modify

Discontinue

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

Texas Education Agency
PDM3-130-005
v20.3.2

TSDS PEIMS COMPARISON OF CURRENT AND PRIOR YEAR ATTENDANCE
Campus-level Data
Campuses: All
2019 - 2020 Summer Collection, Resubmission

Tuesday 07/21/2020 1:57 PM
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LEA: 068901 - ECTOR COUNTY ISD
Campus: 068901130 - LAURO CAVAZOS EL

		2018-2019	2019-2020	Change	% Change
Total Refined ADA (includes EE-12)		757.598 *	803.709 *	46.111	6.086
Career & Technical Education FTE		0.000	0.000	0.000	0.000
Total Special Education FTE		5.924	8.678	2.754	46.489
Speech Therapy FTE	(00)	1.588	1.444	-0.144	-9.068
Homebound FTE	(01)	0.000	0.000	0.000	0.000
Hospital Class FTE	(02)	0.000	0.000	0.000	0.000
Resource Room FTE	**	4.324	5.795	1.471	34.019
VAC FTE	(08)	0.000	0.000	0.000	0.000
Off Home Campus FTE	***	0.000	0.000	0.000	0.000
State School FTE	(30)	0.000	0.000	0.000	0.000
Residential Care/Treat FTE	****	0.000	0.000	0.000	0.000
Self-Contained Mild/Mod FTE	*****	0.012	1.439	1.427	11,891.667
Full-Time Early Spec Ed	(45)	0.000	0.000	0.000	0.000
Special Education Mainstream Refined ADA		9.123	8.480	-0.643	-7.048
Bilingual/ESL Refined ADA		278.252	299.034	20.782	7.469
BE - Bilingual/ESL Refined ADA		0.000	193.418	193.418	100.000
D1 - Bil Dual Lang Refined ADA		0.000	105.616	105.616	100.000
D2 (EL) - Bil Dual Lang Refined ADA		0.000	0.000	0.000	0.000
D2 (EP) - Bil Dual Lang Refined ADA		0.000	0.000	0.000	0.000
Res Facility Refined ADA		0.000	0.000	0.000	0.000
Early Ed Eco Dis Refined ADA		0.000	395.491	395.491	100.000
Early Ed Lang Refined ADA		0.000	217.223	217.223	100.000
Early Ed Eco Dis & Lang Refined ADA		0.000	152.766	152.766	100.000
Pregnancy Related Services FTE		0.000	0.000	0.000	0.000
Gifted & Talented Enrollment #		38	26	-12	-31.579
LEP Counts #		360	384	24	6.667

LEP Counts # 300 384 24 0.007

* Calculated using 6 six-weeks. LEA has < 5% migrant students or LEA has => 5% migrant students and 4 six-weeks > 6 six-weeks plus migrant.
** Instructional Setting Code = 41, 42.
*** Instructional Setting Code = 91, 92, 93, 94, 95, 96, 97, 98.
**** Instructional Setting Code = 81, 82, 83, 84, 85, 86, 87, 88, 89.
***** Instructional Setting Code = 43, 44.
# G&T and LEP students are counted once per LEA.
Note: Detail may not add to totals due to rounding.

TSDS PEIMS ATTENDANCE RATES COMPARISON BY ETHNICITY, GENDER, AND SPECIAL POPULATION

Campus-level Data
Campuses: ALL
2019 - 2020 Summer Collection, Resubmission

LEA: 068901 - ECTOR COUNTY ISD
Campus: 068901130 - LAURO CAVAZOS EL

	Days Membership		Total Days Absent		Total Days Present		Total Ineligible Days		Total Eligible Days		Attendance Rate	
	2018 - 2019	2019 - 2020	2018 - 2019	2019 - 2020	2018 - 2019	2019 - 2020	2018 - 2019	2019 - 2020	2018 - 2019	2019 - 2020	2018 - 2019	2019 - 2020
Campus	133,004.0	142,268.0	7,919.0	7,009.0	125,085.0	135,259.0	0.0	0.0	125,085.0	135,259.0	94.0%	95.1%
Ethnicity												
Hispanic/Latino	113,838.0	123,512.0	6,931.0	6,006.0	106,907.0	117,506.0	0.0	0.0	106,907.0	117,506.0	93.9%	95.1%
American Indian or Alaska	165.0	235.0	3.0	8.0	162.0	227.0	0.0	0.0	162.0	227.0	98.2%	96.6%
Asian	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0%	0.0%
Black or African American	664.0	1,255.0	20.0	88.0	644.0	1,167.0	0.0	0.0	644.0	1,167.0	97.0%	93.0%
Hawaiian or Other Pacific	88.0	829.0	7.0	44.0	81.0	785.0	0.0	0.0	81.0	785.0	92.0%	94.7%
White	17,754.0	15,539.0	951.0	821.0	16,803.0	14,718.0	0.0	0.0	16,803.0	14,718.0	94.6%	94.7%
Two or More Races	495.0	898.0	7.0	42.0	488.0	856.0	0.0	0.0	488.0	856.0	98.6%	95.3%
Total	133,004.0	142,268.0	7,919.0	7,009.0	125,085.0	135,259.0	0.0	0.0	125,085.0	135,259.0	94.0%	95.1%
Gender												
Male	67,181.0	76,554.0	4,124.0	3,835.0	63,057.0	72,719.0	0.0	0.0	63,057.0	72,719.0	93.9%	95.0%
Female	65,823.0	65,714.0	3,795.0	3,174.0	62,028.0	62,540.0	0.0	0.0	62,028.0	62,540.0	94.2%	95.2%
Total	133,004.0	142,268.0	7,919.0	7,009.0	125,085.0	135,259.0	0.0	0.0	125,085.0	135,259.0	94.0%	95.1%
Special Population												
Special Education	11,957.0	11,973.0	737.0	676.0	11,220.0	11,297.0	0.0	0.0	11,220.0	11,297.0	93.8%	94.4%
Economic Disadvantage	101,042.0	102,374.0	6,208.0	5,127.0	94,834.0	97,247.0	0.0	0.0	94,834.0	97,247.0	93.9%	95.0%
LEP	51,637.0	57,318.0	3,063.0	2,747.0	48,574.0	54,571.0	0.0	0.0	48,574.0	54,571.0	94.1%	95.2%
At Risk	96,829.0	105,277.0	5,936.0	5,240.0	90,893.0	100,037.0	0.0	0.0	90,893.0	100,037.0	93.9%	95.0%
Gifted and Talented	6,114.0	4,114.0	209.0	99.0	5,905.0	4,015.0	0.0	0.0	5,905.0	4,015.0	96.6%	97.6%
Migrant	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0%	0.0%
Homeless Status	11,603.0	14,043.0	912.0	1,010.0	10,691.0	13,033.0	0.0	0.0	10,691.0	13,033.0	92.1%	92.8%
Unaccompanied Youth	9.0	0.0	3.0	0.0	6.0	0.0	0.0	0.0	6.0	0.0	66.7%	0.0%
Early Reading Indicator	33,954.0	45,951.0	2,587.0	2,590.0	31,367.0	43,361.0	0.0	0.0	31,367.0	43,361.0	92.4%	94.4%
Military Connected	0.0	1,694.0	0.0	80.0	0.0	1,614.0	0.0	0.0	0.0	1,614.0	0.0%	95.3%
Foster Care	162.0	1,168.0	1.0	64.0	161.0	1,104.0	0.0	0.0	161.0	1,104.0	99.4%	94.5%
RDSPD	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0%	0.0%
Total	216,808.0	238,635.0	19,656.0	12,393.0	203,083.0	226,242.0	0.0	0.0	203,083.0	226,242.0	93.7%	94.8%

TSDS PEIMS DISAGGREGATION OF PEIMS STUDENT DATA

Campus-level Data
Campuses: All Campuses
2019 - 2020 Fall Collection, Accepted Submission

LEA: 068901 - ECTOR COUNTY ISD
Campus: 068901130 - LAURO CAVAZOS EL

TOTAL ENROLLMENT 873

ENROLLMENT BY GRADE	Count	%Enroll
EARLY EDUCATION	0	0.00%
PRE-KINDERGARTEN	0	0.00%
KINDERGARTEN	149	17.07%
GRADE 1	173	19.82%
GRADE 2	161	18.44%
GRADE 3	124	14.20%
GRADE 4	132	15.12%
GRADE 5	134	15.35%
GRADE 6	0	0.00%
GRADE 7	0	0.00%
GRADE 8	0	0.00%
GRADE 9	0	0.00%
GRADE 10	0	0.00%
GRADE 11	0	0.00%
GRADE 12	0	0.00%
TOTAL	873	100.00%

ENROLLMENT BY SEX	Count	%Enroll
MALE	472	54.07%
FEMALE	401	45.93%
TOTAL	873	100.00%

ADA ELIGIBILITY	Count	%Enroll
"0" ENROLLED, NOT IN MEMBERSHIP	0	0.00%
"1" ELIGIBLE FOR FULL DAY	872	99.89%
"2" ELIGIBLE FOR HALF DAY	0	0.00%
"3" TRANSFER FOR FULL DAY	1	0.11%
"4" INELIGIBLE FOR FULL DAY	0	0.00%
"5" INELIGIBLE FOR HALF DAY	0	0.00%
"6" TRANSFER FOR HALF DAY	0	0.00%
"7" ELIGIBLE FLEX ATND	0	0.00%
"8" INELIGIBLE FLEX ATND	0	0.00%
TOTAL	873	100.00%

	Count	%Enroll
LEP	344	39.40%
IMMIGRANT	38	4.35%
ECONOMIC DISADVANTAGE	612	70.10%
MILITARY CONNECTED	12	1.37%
FOSTER CARE	7	0.80%
DYSLEXIA	17	1.95%

ENROLLMENT BY ETHNICITY	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	1	0.11%	0.11%
ASIAN	0	0.00%	0.00%
BLACK/AFRICAN AMER.	9	1.03%	1.03%
HISPANIC/LATINO	762	87.29%	87.29%
WHITE	91	10.42%	10.42%
HAWAIIAN/PAC ISLAND	5	0.57%	0.57%
TWO OR MORE	5	0.57%	0.57%
TOTAL	873	100.00%	100.00%

MIGRANTS	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	0	0.00%	0.00%
BLACK/AFRICAN AMER.	0	0.00%	0.00%
HISPANIC/LATINO	0	0.00%	0.00%
WHITE	0	0.00%	0.00%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	0	0.00%	0.00%
TOTAL	0	0.00%	0.00%

OTHER ECON DISADV	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	0	0.00%	0.00%
BLACK/AFRICAN AMER.	0	0.00%	0.00%
HISPANIC/LATINO	5	83.33%	0.57%
WHITE	1	16.67%	0.11%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	0	0.00%	0.00%
TOTAL	6	100.00%	0.69%

ELIGIBLE FOR FREE/REDUC MEALS	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	1	0.17%	0.11%
ASIAN	0	0.00%	0.00%
BLACK/AFRICAN AMER.	8	1.32%	0.92%
HISPANIC/LATINO	533	87.95%	61.05%
WHITE	55	9.08%	6.30%
HAWAIIAN/PAC ISLAND	5	0.83%	0.57%
TWO OR MORE	4	0.66%	0.46%

BILINGUAL	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	0	0.00%	0.00%
BLACK/AFRICAN AMER.	0	0.00%	0.00%
HISPANIC/LATINO	329	99.70%	37.69%
WHITE	1	0.30%	0.11%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	0	0.00%	0.00%
TOTAL	330	100.00%	37.80%

ESL	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	0	0.00%	0.00%
BLACK/AFRICAN AMER.	0	0.00%	0.00%
HISPANIC/LATINO	7	100.00%	0.80%
WHITE	0	0.00%	0.00%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	0	0.00%	0.00%
TOTAL	7	100.00%	0.80%

Alternative Language Program	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	0	0.00%	0.00%
BLACK/AFRICAN AMER.	0	0.00%	0.00%
HISPANIC/LATINO	0	0.00%	0.00%
WHITE	0	0.00%	0.00%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	0	0.00%	0.00%
TOTAL	0	0.00%	0.00%

GIFTED & TALENTED	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	0	0.00%	0.00%
BLACK/AFRICAN AMER.	1	4.00%	0.11%
HISPANIC/LATINO	20	80.00%	2.29%
WHITE	4	16.00%	0.46%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	0	0.00%	0.00%

PK ELIGIBLE PREVIOUS YEAR	0	0.00%

TOTAL	606	100.00%	69.42%

TOTAL	25	100.00%	2.86%

This report displays the data for the FALL 2019 - 2020 collection that was accepted by the ESC on 01/16/2020 02:22 PM.

TSDS PEIMS DISAGGREGATION OF PEIMS STUDENT DATA

Campus-level Data
Campuses: All Campuses
2019 - 2020 Fall Collection, Accepted Submission

LEA: 068901 - ECTOR COUNTY ISD
Campus: 068901130 - LAURO CAVAZOS EL

TITLE I, PART A	Count	%Group
"0" DOES NOT PARTICIPATE	0	0.00%
"6" ATTENDS SCHOOL WIDE	873	100.00%
"7" ATTENDS AND PARTICIPATES	0	0.00%
"8" PREVIOUSLY PARTICIPATED	0	0.00%
"9" HOMELESS RECEIVING SRV	0	0.00%
"A" NEGLECTED RECEIVING SVC	0	0.00%
TOTAL	873	100.00%

CAREER & TECHNICAL	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	0	0.00%	0.00%
BLACK/AFRICAN AMER.	0	0.00%	0.00%
HISPANIC/LATINO	0	0.00%	0.00%
WHITE	0	0.00%	0.00%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	0	0.00%	0.00%
TOTAL	0	0.00%	0.00%

HOMELESS/UNACCOMPANIED YOUTH	Count	%Enroll
HOMELESS	78	8.93%
UNACCOMPANIED YOUTH CODE 3	78	8.93%
UNACCOMPANIED YOUTH CODE 4	0	0.00%
UNACCOMPANIED YOUTH TOTAL	78	8.93%

* Unaccompanied Youth Total Should Match Homeless Count

AT RISK	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	1	0.15%	0.11%
ASIAN	0	0.00%	0.00%
BLACK/AFRICAN AMER.	6	0.90%	0.69%
HISPANIC/LATINO	601	90.51%	68.84%
WHITE	52	7.83%	5.96%
HAWAIIAN/PAC ISLAND	2	0.30%	0.23%
TWO OR MORE	2	0.30%	0.23%
TOTAL	664	100.00%	76.06%

SPECIAL EDUCATION	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	0	0.00%	0.00%
BLACK/AFRICAN AMER.	4	6.90%	0.46%
HISPANIC/LATINO	46	79.31%	5.27%
WHITE	8	13.79%	0.92%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	0	0.00%	0.00%
TOTAL	58	100.00%	6.64%

PK PROGRAM CODE	Count	%Group
"00" NOT APPLICABLE	0	0.00%
"01" PK ELIG>2 <4 HRS/DAY	0	0.00%
"02" PK ELIG 4+ HRS/DAY	0	0.00%
"03" PK ELIG 4+ HRS/DAY + SP ED	0	0.00%
"04" PK INELIG>2 <4 HRS/DAY	0	0.00%
"05" PK INELIG 4+ HRS/DAY	0	0.00%
TOTAL	0	0.00%

PRIMARY PK FUNDING SOURCE	Count	%Group	%Enroll
"1" TUITION FEES	0	0.00%	0.00%
"2" LOCAL DIST SHARE	0	0.00%	0.00%
"3" STATE GRANT	0	0.00%	0.00%
"4" FEDERAL	0	0.00%	0.00%
"5" EDARLY ED ALLOTMENT	0	0.00%	0.00%
"9" OTHER	0	0.00%	0.00%
TOTAL	0	0.00%	0.00%

SECONDARY PK FUNDING SOURCE	Count	%Group	%Enroll
"1" TUITION FEES	0	0.00%	0.00%
"2" LOCAL DIST SHARE	0	0.00%	0.00%
"3" STATE GRANT	0	0.00%	0.00%
"4" FEDERAL	0	0.00%	0.00%
"5" EDARLY ED ALLOTMENT	0	0.00%	0.00%
"9" OTHER	0	0.00%	0.00%
TOTAL	0	0.00%	0.00%

This report displays the data for the FALL 2019 - 2020 collection that was accepted by the ESC on 01/16/2020 02:22 PM.

Information for Comprehensive Needs Assessment for Campus 130-Cavazos Elementary

EMPLOYEES			
	Administrators (Principals/Asst. Prin)	Teachers	Instructional Paraprofessionals (Aides)
14/15	2	45	1
15/16	2	44	3
16/17	2	43	3
17/18	2	44	3
18/19	2	44	0
19/20	3	43	3

EMPLOYEE RETENTION PERCENTAGES			
% Remained From Year To Year	Administrators (Principals/Asst. Prin)	Teachers	Instructional Paraprofessionals (Aides)
14/15 to 15/16	50.00%	65.00%	0.00%
15/16 to 16/17	100.00%	81.82%	0.00%
16/17 to 17/18	0.00%	90.70%	66.67%
17/18 to 18/19	100.00%	79.55%	0.00%
18/19 to 19/20	50.00%	75.00%	0.00%

TEACHER EXPERIENCE					
Total Professional Any District	Percent with 0 Years	Percent with 1-5 Years	Percent with 6 -10 Years	Percent with > 10 Years	Percent of Teachers W/Masters Degree
14/15	4.35%	23.91%	36.96%	34.78%	26.09%
15/16	8.89%	24.44%	28.89%	37.78%	31.11%
16/17	2.27%	25.00%	34.09%	38.64%	34.09%
17/18	2.27%	31.82%	628.73%	43.18%	36.36%

18/19	4.55%	34.09%	18.18%	43.18%	38.64%
19/20	4.65%	32.56%	20.93%	41.86%	32.56%

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

Campus Funding Summary

Title One School-wide					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	3	1	Accelerated Reader	211	$10,000.00
1	3	1	Flocabulary subscription	211	$2,500.00
1	3	5	Technology purchases		$0.00
3	2	3	Title Funds for materials		$0.00
				Sub-Total	$12,500.00
				Grand Total	$12,500.00

Addendums

Ector County Independent School District

DAEP

Improvement Plan

2020-2021

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Goals 21
- Goal 1 : DAEP will create an agile, forward thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices. 21
- Goal 2 : Invest in Talent: DAEP will recruit, develop and retain highly-effective individuals who are invested in looking at tomorrow to inform their practices today. 27
- Goal 3 : DAEP will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. DAEP will equip students to be adaptable in an ever-changing society. 28

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Secondary: Historical Data Student

DAEP Placements

Year	Total	LEP	Eco. Dis.	SPED	AA	Hispanic	2 or More	White
2020-21								
2019-20	663	NA	NA	NA	68	456	14	118
2018-19	659	32	425	34	58	467	7	121
2017-18	521	25	324	30	45	353	5	114
2016-17	505	27	304	39	43	377	3	82
2015-16	498	19	281	33	27	390	4	68
2014-15	407	13	245	27	31	302	5	68

The October 2019 PEIMS submission documented ECISD with 32,707 students. The majority of the ECISD student population is Hispanic, which has grown from 23,649 to 26,108 in 4 years. The white student population has decreased from 5,850 to 5,539 in 4 years. The economically disadvantaged student population has also grown from 17,412 to 18,627 in 4 years. The 2019-2020 school year was deeply impacted statewide by the COVID-19 virus. This led ECISD schools to transition from regular classroom instruction to a virtual learning platform starting on March 23.

Alternative Education Center Recidivism Rates

Year	Count	Percentage
2020-21		
2019-20	43	6.5% *
2018-19	110	16.7%
2017-18	81	15.5%
2016-17	69	13.7%
2015-16	68	13.6%
2014-15	69	17%

Attendance Rates

AEC										
Year	Campus	H	W	AA	EcoDis	Special Ed	ELL	Homeless	Male	Female
2020-21										
2019-20	82.0%	81.4%	84.5%	83.9 %	80.1%	83.3%	84.8%	74.8%	82.2%	81.5%
2018-19	80.7%	80.4%	78.5%	85.1%	78.5%	81.7%	83.0%	72.1%	81.8%	78.1%
ECYC										
Year	Campus	H	W	AA	EcoDis	Special Ed	ELL	Homeless	Male	Female
2020-21										
2019-20	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
2018-19	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

Gender

AEC			ECYC	
Year	Male %	Female %	Male %	Female %
2020-21				
2019-20	71%	29%	12%	7%

Students Served by CTE

	AEC				ECYC		
	Grades	CTE	SPED	ELL	CTE	SPED	ELL
2019-20	9th-11th	35.14%	5.41%	2.70%	6.67%	0%	0%
	7th-12th	44.03%	0%	0%	66.67%	0%	0%
2018-19	$9^{th} – 11^{th}$	37%	3%	0%	25%	0%	0%
	7^{th}-12^{th}	50%	0%	0%	79%	0%	0%

Expulsions without Services (Does not include students expelled to DAEP)

	2014	2015	2016	2017	2018	2019
Total Expulsions	19	33	42	31	54	163

Elementary: Historical Data Student

DAEP Placements and Demographics (Actual Numbers)

Year	Total	EL	Eco. Dis.	SPED	AA	Hispanic	2 or More	White
2020-21								
2019-20	47	3	NA	12	8	18	3	18
2018-19	52	2	35	8	5	25	3	11
2017-18	24	5	23	1	4	18	0	2
2016-17	34	4	28	6	5	20	1	7
2015-16	26	1	24	9	7	15	1	3
2014-15	70	10	54	7	7	44	1	18
2013-14	62	4	48	6	3	39	1	19

2019-20 Grade	Total Placements	Repeat Placement	Total Expulsions	Male	Female
Kinder	0	0	0	0	0
1	9	2	0	9	0
2	1	0	0	1	0
3	10	1	0	8	2
4	7	1	0	6	1
5	20	4	0	16	4
Total	47	8	0	40	7

Demographics Strengths

Attendance Rates

AEC						
Year	Campus	H	W	EcoDis	Special Ed	Female
2020						
2019	82.0%	81.4%	84.5%	80.1%	83.3%	81.5%
2018	80.7%	80.4%	78.5%	78.5%	81.7%	78.1%

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Student behavior causes disconnect to academic instruction and positive relationships with teachers and administration on their home campus. **Root Cause:** Home campus TBSI and behavior RTI are not effectively utilized to address severe student misbehavior.

Student Achievement

Student Achievement Summary

2018-2019 Grade/Subject	Percent Score	Approaches, Mets, Masters
3rd Math	50%	38/13/13
3rd Reading	43%	29/14/14
4th Math	51%	36/27/0
4th Reading	50%	36/18/18
4th Writing	43%	45/18/0
5th Reading	50%	47/6/0
5th Reading Spanish	66%	100/0/0
5th Math	48%	47/6/6
5th Math Spanish	25%	0/0/0
5th Science	52%	33/7/0
5th Science Spanish	44%	0/0/0
6th Math	31%	25/8/0
6th Reading	36%	8/0/0
7th Math	27%	9/6/0
7th Reading	37%	12/6/0
7th Writing	39%	23/0/0
8th Reading	40%	20/7/0
8th Math	33%	20/7/0
8th Science	35%	12/0/0
8th Social Studies	27%	6/0/0
English I	33%	5/0/0
Algebra I	28%	14/0/0
Biology	43%	55/27/0
English II	40%	15/15/0
US History	68%	86/57/43

Math 18-19	Total Students	M1	M2	M3	M4	M5
3rd grade	8	54.69%	44.23%	46.43%	62.50%	NA
4th grade	11	53.54%	48.76%	46.36%	63.64%	NA
5th grade	17	61.76%	48.44%	40.52%	44.12%	NA
5th Spanish	1	0%	35.29%	22.22%	25%	NA
6th grade	12	36%	27%	28%	33%	NA
7th grade	33	29%	28%	24%	30%	NA
8th grade	15	27%	37%	30%	34%	NA
9th Algebra I	22	34%	23%	28%	31%	26%
Science 18-19	**Total Students**	**S1**	**S2**	**S3**	**S4**	**S5**
5th Science	15	51.11%	58.33%	46%	52.78%	NA
5th Spanish	1	33.33%	50%	50%	41.67%	NA
8th Science	17	36%	29%	36%	38%	NA
Biology	11	36%	41%	48%	39%	51%
Social Studies 18-19		**Total Students**	**SS1**	**SS2**	**SS3**	**SS4**
8th Social Studies		17	26%	28%	29%	27%
US History		7	70%	68%	61%	71%

Reading 18-19	Total Students	R1	R2	R3	R4	R5	R6
3rd grade	7	48.57%	43.81%	39.80%	NA	NA	NA
4th grade	11	51.14%	46.67%	52.45%	NA	NA	NA
5th grade	17	58.09%	45.96%	50%	NA	NA	NA
5th Spanish	1	62.50%	75%	57.14%	NA	NA	NA
6th grade	12	46%	32%	34%	NA	NA	NA
7th grade	33	37%	40%	34%	NA	NA	NA
8th grade	15	43%	42%	36%	NA	NA	NA
9th English I	22	34%	35%	32%	30%	38%	34%
10 English II	13	40%	40%	44%	29%	47%	46%

Reading 18-19	Total Students	R1	R2	R3	R4	R5	R6
Writing 18-19	**Total Students**	**W1**	**W2**	**W3**			
4th grade	11	22.73%	52.27%	47.73%			
7th grade	31	31%	41%	45%			

Student Achievement Strengths

Social Studies 18-19	Total Students	SS1	SS2	SS3	SS4
US History	7	70%	68%	61%	71%

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): Students at AEC/ECYC enroll with gaps in learning. **Root Cause:** Student behavior causes attendance decline and therefore students have no access to curriculum.

School Culture and Climate

School Culture and Climate Summary

Our focus this year is to provide each student with a high quality education during Covid19. PLC's will be used for data collection and also work with teachers on the lesson planning and virtual delivery of lesson. DAEP administration will be instructional leaders, and will help teachers with instructional methods for both face to face and virtual lessons. DAEP will continue to provide a supportive and structured learning environment during Covid 19, and will utilize the district discipline model CHAMPS. DAEP will utilize restorative discipline and unconscious bias practices for our students.

An effective and efficient transition team will be utilized to follow up with students who have successfully completed their DAEP placement. Communities in Schools, Ector County Youth Center Prevention Intervention Program, and SAS counselors will be additional resources to support students and families. SAS Counselors have also provided district wide Trauma Informed trainings so teachers can have updated information and techniques to properly address student behaviors.

School Culture and Climate Strengths

Instructional leaders are in place to lead and coordinate support services needed from district wide programs. Faculty members have also accepted the challenge of virtual learning and are willing to learn this new method of lesson delivery. DAEP teachers understand the importance of flexibility and are committed to implementing strategies and methods in order to reach all students during Covid19.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1 (Prioritized): Students with discipline history feel they are targeted and the home campus doesn't want them on campus. **Root Cause:** Student's public education history causes negative outlook at AEC/ECYC campus.

Problem Statement 2 (Prioritized): There has been an increase in AEC/ECYC student placements. **Root Cause:** Home campus utilization of TBSI and campus behavior team need to be more effective.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Secondary: Teacher Information

Number and Percent of Teacher

	AEC		ECYC	
Year	Teachers	Instructional Aides	Teachers	Instructional Aides
2020-21	27	1	23 GE 4 Sped	1
2019-20	25	1	18	1
2018-19	23	1	18	0
2017-18	26	2	22	0
2016-17	27	2	21	0
2015-16	25	1	20	0
2014-15	24	2	13	0

Employees Retention (FTEs) Percentages

	AEC			ECYC		
Year	Administrator	Teachers	Instructional Aides	Administrator	Teachers	Instructional Aides
18/19 to 19/20	66.67%	69.57%	0%	0%	0%	0%
17/18 to 18/19	0%	73.91%	100%	100%	68.75%	0%
16/17 to 17/18	100%	66.67%	0%	100%	57.14%	0%
15/16 to 16/17	100.00%	84%	100%	100%	75%	0%
14/15 to 15/16	66.67%	50%	0%	66.67%	53.85%	0%

Payroll Costs

Year	AEC	ECYC
2020-21		
2019-20	2,353,640	268,205

Year	AEC	ECYC
2018-19	2,286,035	154,918
2017-18	2,165,180	180,409

Payroll has increased due to additional instructional staff members.

Teachers by Years of Experience

AEC					
Year	Beginning	1 – 5 Years	6 – 10 Years	11 – 20 Years	Teachers w/ Masters
2020-21					
2019-20	4.35%	34.78%	8.70%	52.17	26.09%
2018-19	4.35%	39.13%	8.70%	47.83%	21.74%
2017-18	23.08%	23.08%	7.69%	46.15%	19.23%
2016-17	11.11%	25.93%	11.11%	51.85%	14.81%
2015-16	16%	20%	12%	52%	12%
2014-15	8.33%	25%	12.50%	54.17%	12.50%
ECYC					
Year	Beginning	1 – 5 Years	6 – 10 Years	11 – 20 Years	Teachers w/ Masters
2020-21					
2019-20	5.26%	36.84%	5.26%	52.63%	21.05%
2018-19	0%	43.75%	6.25%	50%	18.75%
2017-18	11.76%	35.29%	5.88%	47.06%	11.76%
2016-17	9.52%	28.57%	9.52%	52.38%	9.52%
2015-16	10%	20%	10%	60%	5%
2014-15	7.69%	30.77%	7.69%	53.85%	15.38%

Elementary: Faculty Information

Year	Teachers	Instructional Aides	Administrator	Building Clerk	Long Term Subs
2020-21	2	2	1	1	0
2019-20	2	2	1	0	2 long term subs
2018-19	2	2	1	0	1 LTS whole year and 1 LTS 1/2 semester

Year	Teachers	Instructional Aides	Administrator	Building Clerk	Long Term Subs
2017-18	2	2	1	0	0
2016-17	2	2	1	0	0
2015-16	2	2	1	0	0
2014-15	2	2	1	0	0
2013-14	2	2	1	0	0

Staff Quality, Recruitment, and Retention Strengths

Campus administration worked in conjunction with HR and recruited highly qualified teachers. DAEP recruited OPT and teachers who qualified for SOE, SDTP, and EP. The new and returning faculty members are committed to learning the new way of virtual, hybrid, and face to face learning.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1 (Prioritized): There is a negative perception of DAEP schools, so it's a struggle to hire teachers to work at DAEP. **Root Cause:** DAEP and discipline are not part of the educational courses offered in higher education, thus teachers do not have the full understanding of student discipline and at risk youth.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

DAEP will utilize the district discipline model CHAMPS to provide a supportive and structured learning environment in face to face and virtual learning.

DAEP will implement the new guidelines for curriculum during Covid 19. TEKS standards will be taught in all curriculum. Tutoring will be offered after school and OW students will be have opportunity to recover credits after school.

Curriculum, Instruction, and Assessment Strengths

ECISD provides back to school professional development, for all staff members, to vertically and horizontally align core content areas, lesson planning and delivery, updates on federal and state requirements, district initiatives and Covid19 guidelines for instruction. Instructional coach and administrative team use weekly PLC meetings to develop requirements. DAEP has a full staff and will adjust master schedule to ensure each student is receiving a high quality education.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): DAEP structures limit the teachers ability to target specific content curriculum. Teachers have multiple contents in each class. DAEP has to ensure teachers are certified to teach students across multiple contents. **Root Cause:** DAEP settings are not adequately funded to hire the necessary teachers needed for all the diverse content areas and electives. Additionally the DAEP instructional specialist is shared with another campus.

Parent and Community Engagement

Parent and Community Engagement Summary

DAEP administrators engage with parents through phone calls, email, or in-person meetings. Parents are encouraged to become involved with DAEP through the VIPS program. Board of Friends is a new program that will invite parents, community members, district leaders, and campus administrators to meet monthly to address campus strengths, needs, and advocate for quality education.

DAEP partners with PERCADA, ECYC, and Connection Praise Christian ChurchPartnerships to counsel our students on psycho-social care, drug prevention, positive choices, and career opportunities. Communities in Schools and West Texas Food Bank established a campus Food Pantry to assist families. CIS remains committed to providing additional resources where needed. ECYC is supporting DAEP with constant collaboration on mentoring and prevention of crime amongst our youth.

Parent and Community Engagement Strengths

DAEP encourages parent involvement with their child and encourages parents to visit our campus and spend the day with their child. DAEP has partnered with DPS, Glow, and other organizations to present to our students on topics such as drunk driving, vaping, life choices, drug use, and school to prison pipeline.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): At risk students traditionally have low parent involvement in their students education. **Root Cause:** Parents pull away from home campus involvement because of the negative feedback they receive, therefore that belief is transferred to AEC.

School Context and Organization

School Context and Organization Summary

DAEP campuses collaborate to meet the needs of students. Collaboration is about discipline data, student strengths/weaknesses, and family history. District curriculum initiatives are supported with resources and professional development throughout the school year. All teachers are included in campus decisions during PLC, RTI, faculty meetings, IS utilization, and committee meetings. Our focus this year is to analyze data, interpret the curriculum, and implement new methods Covid19 learning and lesson delivery via virtual or face to face.

School Context and Organization Strengths

DAEP will utilize all resources available to implement growth to student success and growth on supporting teachers during the Covid19 transition to new methods. DAEP will send teachers and administration to professional development for future growth on working with at-risk youth.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1 (Prioritized): AEC/ECYC teachers have multiple grade levels and content in one class period throughout their daily schedule. **Root Cause:** AEC/ECYC teachers lack the professional development in vertical alignment across grade levels and content TEKS.

Technology

Technology Summary

DAEP will ensure that every instructional classroom is outfitted with standardized technology equipment. DAEP will ensure teachers have the proper technology for virtual learning and have systems in place to support teachers. The main programs students use are Odyessyware for credit recovery, class testing for Special Education, and Renaissance Reading and Math for assessment tools.

Technology specialists will train faculty members to utilize instructional technology in their classrooms, such as Chromebooks, Smartboards, Google classroom, and other avenues of technology needed to reach all students.

Technology Strengths

DAEP will provide as much technology as possible to enhance instruction and support student academic growth during Covid19. Technology specialist also provides teachers professional development to incorporate programs and devices.

Problem Statements Identifying Technology Needs

Problem Statement 1 (Prioritized): DAEP is lacking technology devices for use in classroom lessons. Wifi is spotty in some of the classrooms. **Root Cause:** DAEP campus technology in portables is outdated and the connectivity wiring is outdated.

Priority Problem Statements

Problem Statement 1: Student behavior causes disconnect to academic instruction and positive relationships with teachers and administration on their home campus.

Root Cause 1: Home campus TBSI and behavior RTI are not effectively utilized to address severe student misbehavior.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Students at AEC/ECYC enroll with gaps in learning.

Root Cause 2: Student behavior causes attendance decline and therefore students have no access to curriculum.

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: There has been an increase in AEC/ECYC student placements.

Root Cause 3: Home campus utilization of TBSI and campus behavior team need to be more effective.

Problem Statement 3 Areas: School Culture and Climate

Problem Statement 4: There is a negative perception of DAEP schools, so it's a struggle to hire teachers to work at DAEP.

Root Cause 4: DAEP and discipline are not part of the educational courses offered in higher education, thus teachers do not have the full understanding of student discipline and at risk youth.

Problem Statement 4 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 5: DAEP structures limit the teachers ability to target specific content curriculum. Teachers have multiple contents in each class. DAEP has to ensure teachers are certified to teach students across multiple contents.

Root Cause 5: DAEP settings are not adequately funded to hire the necessary teachers needed for all the diverse content areas and electives. Additionally the DAEP instructional specialist is shared with another campus.

Problem Statement 5 Areas: Curriculum, Instruction, and Assessment

Problem Statement 6: Students with discipline history feel they are targeted and the home campus doesn't want them on campus.
Root Cause 6: Student's public education history causes negative outlook at AEC/ECYC campus.
Problem Statement 6 Areas: School Culture and Climate

Problem Statement 7: At risk students traditionally have low parent involvement in their students education.
Root Cause 7: Parents pull away from home campus involvement because of the negative feedback they receive, therefore that belief is transferred to AEC.
Problem Statement 7 Areas: Parent and Community Engagement

Problem Statement 8: AEC/ECYC teachers have multiple grade levels and content in one class period throughout their daily schedule.
Root Cause 8: AEC/ECYC teachers lack the professional development in vertical alignment across grade levels and content TEKS.
Problem Statement 8 Areas: School Context and Organization

Problem Statement 9: DAEP is lacking technology devices for use in classroom lessons. Wifi is spotty in some of the classrooms.
Root Cause 9: DAEP campus technology in portables is outdated and the connectivity wiring is outdated.
Problem Statement 9 Areas: Technology

Goals

Goal 1: DAEP will create an agile, forward thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 1: Annual student attendance will increase from 81% in 2020 to 87% in 2021.

Evaluation Data Sources: Daily and weekly attendance reports and SAS Counseling sessions

Summative Evaluation: None

Strategy 1: 1) Campus administrators will collaborate with classroom teachers to monitor students face to face and online learning presence. DAEP will utilize SAS Counselors, Communities in School, and/or district social worker to support students and families needs to increase attendance.

Strategy's Expected Result/Impact: Student attendance and academic levels will increase participating in daily instruction.

Staff Responsible for Monitoring: Campus administrators, Teachers, SAS Counselors

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Problem Statements:
Student Achievement 1

Funding Sources:
Title 1 Title One D, Subpart 2, Delinquency Services

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Student Achievement

Problem Statement 1: Students at AEC/ECYC enroll with gaps in learning. **Root Cause:** Student behavior causes attendance decline and therefore students have no access to curriculum.

Performance Objective 2: Provide differentiated processes for priority classrooms/students.

Evaluation Data Sources: Weekly administrative team meetings .

Summative Evaluation: None

Strategy 1: Plan and implement effective transitions for DAEP students to maintain academic learning and support the social-emotional learning of students.

Strategy's Expected Result/Impact: Students' emotional and academic needs will be supported as they transition from different school settings.

Staff Responsible for Monitoring: Principal, Assistant Principals, School Counselor, SAS Counselors, Teachers, Instructional Specialist

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Problem Statements:
Demographics 1
School Culture and Climate 1

Funding Sources:
SAS Counselors, CIS, AEC Staff Title One School-wide

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Demographics

Problem Statement 1: Student behavior causes disconnect to academic instruction and positive relationships with teachers and administration on their home campus. **Root Cause:** Home campus TBSI and behavior RTI are not effectively utilized to address severe student misbehavior.

School Culture and Climate

Problem Statement 1: Students with discipline history feel they are targeted and the home campus doesn't want them on campus. **Root Cause:** Student's public education history causes negative outlook at AEC/ECYC campus.

Performance Objective 3: DAEP school will embed technology for any time, anywhere teaching and learning.

Evaluation Data Sources: Lesson Plans, Walk Throughs, Technology Lessons

Summative Evaluation: None

Strategy 1: Use technology resources that will enable students, teachers and leaders to implement and monitor personalized learning for all, including the following: Learning Management System (LMS) and Adaptive Technology. Training will be provided to support face to face and virtual lessons.

Strategy's Expected Result/Impact: Students will utilize See Saw, Google Classroom and Meets to access learning.

Staff Responsible for Monitoring: Campus administrator, Teacher, Curriculum Specialist

Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements:
Student Achievement 1
Technology 1

Funding Sources:
Title One D, Subpart 2, Delinquency Services
Title One School-wide

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Student Achievement

Problem Statement 1: Students at AEC/ECYC enroll with gaps in learning. **Root Cause:** Student behavior causes attendance decline and therefore students have no access to curriculum.

Technology

Problem Statement 1: DAEP is lacking technology devices for use in classroom lessons. Wifi is spotty in some of the classrooms. **Root Cause:** DAEP campus technology in portables is outdated and the connectivity wiring is outdated.

Performance Objective 4: Develop the adult collective understanding and shared vision of SEL that creates systemic change where SEL can thrive.

Evaluation Data Sources: Training sessions

Summative Evaluation: None

Strategy 1: All School and SAS counselors will be trained yearly in ECISD crisis response procedures. All campus staff will be trained yearly during campus professional development concerning ECISD suicide prevention response procedures.

Strategy's Expected Result/Impact: Teachers will be proactive in identifying struggling student academic and behavior triggers.

Staff Responsible for Monitoring: Campus Administrators, Teachers, SAS Counselors

Title I Schoolwide Elements: 2.4, 2.6, 3.2

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture

Problem Statements:
Parent and Community Engagement 1

Funding Sources:
SAS Counselors Title One School-wide
SAS Counselors State Comp Ed

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Strategy 2: Student Assistance Services Counselors will provide trauma-informed counseling services to address the social-emotional needs of at-risk students.

Strategy's Expected Result/Impact: Teachers will be proactive in identifying struggling student academic and behavior triggers.

Staff Responsible for Monitoring: Campus Administrators, SAS Counselors

Title I Schoolwide Elements: 2.4, 2.6

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture

Problem Statements:
Parent and Community Engagement 1

Funding Sources:
SAS counselors State Comp Ed

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Strategy 3: ECISD will attach the district's freedom from bullying policy and procedures which includes how to prevent, identify, respond to and report bullying. Administrators will follow all legal requirements pertaining to incidents of bullying. School counselors will provide guidance lessons or implement programs to include bullying prevention.

Strategy's Expected Result/Impact: Students will learn strategies to prevent bully and also self-advocate in any intense situation.

Staff Responsible for Monitoring: Campus administrators and SAS Counselors

Title I Schoolwide Elements: 2.4, 2.6

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Problem Statements:
Demographics 1

Funding Sources:
School counselor, SAS Title One D, Subpart 2, Delinquency Services

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Demographics

Problem Statement 1: Student behavior causes disconnect to academic instruction and positive relationships with teachers and administration on their home campus. **Root Cause:** Home campus TBSI and behavior RTI are not effectively utilized to address severe student misbehavior.

Parent and Community Engagement

Problem Statement 1: At risk students traditionally have low parent involvement in their students education. **Root Cause:** Parents pull away from home campus involvement because of the negative feedback they receive, therefore that belief is transferred to AEC.

Performance Objective 5: DAEP school will provide a safe and supportive learning environment.

Evaluation Data Sources: Decrease in behavior referrals

Summative Evaluation: None

Strategy 1: Awareness training for staff, students and parents will be provided in the area of sexual abuse and other maltreatment of children. All new staff will be trained during required new employee training on Darkness to Light, /Stewards of Child prevention program. Counselors will train all staff during on-campus professional development on prevention and reporting requirements. Required child abuse awareness posters for students will be displayed on all campuses.

Strategy's Expected Result/Impact: Teachers will implement procedures for identifying and reporting abuse.

Staff Responsible for Monitoring: Campus Administrators, SAS Counselors, and Teachers

Title I Schoolwide Elements: 2.6

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Problem Statements:
School Culture and Climate 1, 2

Funding Sources:
SAS and school counselor Title One School-wide

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Strategy 2: Teacher discipline management programs will be evaluated for alignment to CHAMPS, PBIS, and Conscious Discipline practices (SEL body of work).

Strategy's Expected Result/Impact: Teachers will implement SEL body of work to develop and maintain a safe positive school culture.

Staff Responsible for Monitoring: Campus administrators, SAS Counselors, and Teacher

Title I Schoolwide Elements: 2.6

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Problem Statements:
Demographics 1

Funding Sources:
None

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May

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Demographics

Problem Statement 1: Student behavior causes disconnect to academic instruction and positive relationships with teachers and administration on their home campus. **Root Cause:** Home campus TBSI and behavior RTI are not effectively utilized to address severe student misbehavior.

School Culture and Climate

Problem Statement 1: Students with discipline history feel they are targeted and the home campus doesn't want them on campus. **Root Cause:** Student's public education history causes negative outlook at AEC/ECYC campus.

Problem Statement 2: There has been an increase in AEC/ECYC student placements. **Root Cause:** Home campus utilization of TBSI and campus behavior team need to be more effective.

Goal 2: Invest in Talent: DAEP will recruit, develop and retain highly-effective individuals who are invested in looking at tomorrow to inform their practices today.

Performance Objective 1: In 2020-21, DAEP school will offer a job-embedded, personalized professional learning system for teachers.

Evaluation Data Sources: Walkthroughs and Lesson Plans

Summative Evaluation: None

Strategy 1: Each campus administrator will conduct a minimum of 5 documented walkthroughs and/or observation/feedback meetings per week.

Strategy's Expected Result/Impact: Campus administrators will coach teachers in areas of opportunities.

Staff Responsible for Monitoring: Campus administrators and Instructional Specialist

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements:
Staff Quality, Recruitment, and Retention 1
Curriculum, Instruction, and Assessment 1
School Context and Organization 1

Funding Sources:
Continued PD on TTESS State Comp Ed

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Staff Quality, Recruitment, and Retention

Problem Statement 1: There is a negative perception of DAEP schools, so it's a struggle to hire teachers to work at DAEP. **Root Cause:** DAEP and discipline are not part of the educational courses offered in higher education, thus teachers do not have the full understanding of student discipline and at risk youth.

Curriculum, Instruction, and Assessment

Problem Statement 1: DAEP structures limit the teachers ability to target specific content curriculum. Teachers have multiple contents in each class. DAEP has to ensure teachers are certified to teach students across multiple contents. **Root Cause:** DAEP settings are not adequately funded to hire the necessary teachers needed for all the diverse content areas and electives. Additionally the DAEP instructional specialist is shared with another campus.

School Context and Organization

Problem Statement 1: AEC/ECYC teachers have multiple grade levels and content in one class period throughout their daily schedule. **Root Cause:** AEC/ECYC teachers lack the professional development in vertical alignment across grade levels and content TEKS.

Goal 3: DAEP will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. DAEP will equip students to be adaptable in an ever-changing society.

Performance Objective 1: The percentage of students reading on grade level in grades K-2 will increase 4% from the BOY MAP to EOY MAP assessment.

Evaluation Data Sources: MAP Growth

Summative Evaluation: None

Strategy 1: DAEP will follow the district curriculum and literacy blocks to ensure student success.

Strategy's Expected Result/Impact: 4% increase in BOY to EOY MAP

Staff Responsible for Monitoring: Principal and Teacher

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements:
Demographics 1
Student Achievement 1
School Culture and Climate 2

Funding Sources:
Continued PD for teachers and guidance from C&I. Utilize Instructional Specialist State Comp Ed

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Demographics

Problem Statement 1: Student behavior causes disconnect to academic instruction and positive relationships with teachers and administration on their home campus. **Root Cause:** Home campus TBSI and behavior RTI are not effectively utilized to address severe student misbehavior.

Student Achievement

Problem Statement 1: Students at AEC/ECYC enroll with gaps in learning. **Root Cause:** Student behavior causes attendance decline and therefore students have no access to curriculum.

School Culture and Climate

Problem Statement 2: There has been an increase in AEC/ECYC student placements. **Root Cause:** Home campus utilization of TBSI and campus behavior team need to be more effective.

Performance Objective 2: 3rd grade reading "Meets" percentages will increase from 14% (2019 STAAR) to 21%(+7% min.) as measured by the 2021 STAAR assessment.

Evaluation Data Sources: Short Cycle Assessments, District Benchmarks, and STAAR 2021 Results

Summative Evaluation: None

Strategy 1: DAEP will follow the district curriculum and literacy blocks to ensure student success.

Strategy's Expected Result/Impact: Meets from 14% to 21%

Staff Responsible for Monitoring: Principal and Teachers

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements:
Demographics 1
Student Achievement 1

Funding Sources:
C&I, Instructional Specialist Local

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Demographics

Problem Statement 1: Student behavior causes disconnect to academic instruction and positive relationships with teachers and administration on their home campus. **Root Cause:** Home campus TBSI and behavior RTI are not effectively utilized to address severe student misbehavior.

Student Achievement

Problem Statement 1: Students at AEC/ECYC enroll with gaps in learning. **Root Cause:** Student behavior causes attendance decline and therefore students have no access to curriculum.

Performance Objective 3: 3rd grade math "Meets" percentages will increase from 13% (2019 STAAR) to 20%(+7% min.) as measured by the 2021 STAAR assessment.

Evaluation Data Sources: Short Cycle Assessments, District Benchmarks, STAAR 2021 Results

Summative Evaluation: None

Strategy 1: DAEP will follow the district curriculum, scope and sequence, and Number Talks to ensure student growth.

Strategy's Expected Result/Impact: Meets from 13% to 20%

Staff Responsible for Monitoring: Principal and Teachers

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements:
Demographics 1
Student Achievement 1

Funding Sources:
C&I and Instructional Specialist, Campus Lead teachers Local

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Demographics

Problem Statement 1: Student behavior causes disconnect to academic instruction and positive relationships with teachers and administration on their home campus. **Root Cause:** Home campus TBSI and behavior RTI are not effectively utilized to address severe student misbehavior.

Student Achievement

Problem Statement 1: Students at AEC/ECYC enroll with gaps in learning. **Root Cause:** Student behavior causes attendance decline and therefore students have no access to curriculum.

Performance Objective 4: 6th grade reading "Meets" percentages will increase from 0% (2019 STAAR) to 7%(+7% min.) as measured by the 2021 STAAR assessment.

Evaluation Data Sources: Short Cycle Assessments, District Benchmarks, and STAAR 2021 Results

Summative Evaluation: None

Strategy 1: DAEP will follow the district curriculum and literacy expectations to ensure student success.

Strategy's Expected Result/Impact: Meets from 0% to 7%

Staff Responsible for Monitoring: Campus Administrators, Teachers, and Instructional Specialist

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements:
Demographics 1
Student Achievement 1

Funding Sources:
C&I, TEKS readiness standards, district scope and sequence, Title One School-wide

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May

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Demographics

Problem Statement 1: Student behavior causes disconnect to academic instruction and positive relationships with teachers and administration on their home campus. **Root Cause:** Home campus TBSI and behavior RTI are not effectively utilized to address severe student misbehavior.

Student Achievement

Problem Statement 1: Students at AEC/ECYC enroll with gaps in learning. **Root Cause:** Student behavior causes attendance decline and therefore students have no access to curriculum.

Performance Objective 5: 6th grade math "Meets" percentages will increase from 8% (2019 STAAR) to 15%(+7% min.) as measured by the 2021 STAAR assessment.

Evaluation Data Sources: Short Cycle Assessments, District Benchmarks, and STAAR 2021 Results

Summative Evaluation: None

Strategy 1: DAEP will follow the district curriculum, scope and sequence, and Number Talks to ensure student growth.

Strategy's Expected Result/Impact: Meets from 8% to 15%

Staff Responsible for Monitoring: Campus Administrators, Teachers, and Instructional Specialist

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements:
Demographics 1
Student Achievement 1

Funding Sources:
NWEA Map Growth, and district/state curriculum Local

Formative	Summative
Oct	
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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Demographics

Problem Statement 1: Student behavior causes disconnect to academic instruction and positive relationships with teachers and administration on their home campus. **Root Cause:** Home campus TBSI and behavior RTI are not effectively utilized to address severe student misbehavior.

Student Achievement

Problem Statement 1: Students at AEC/ECYC enroll with gaps in learning. **Root Cause:** Student behavior causes attendance decline and therefore students have no access to curriculum.

Performance Objective 6: 8th grade reading "Meets" percentages will increase from 7% (2019 STAAR) to 14%(+7% min.)as measured by the 2021 STAAR assessment.

Evaluation Data Sources: Short Cycle Assessments, District Benchmarks, and STAAR 2021 Results

Summative Evaluation: None

Strategy 1: DAEP will follow the district curriculum and literacy expectations to ensure student success.

Strategy's Expected Result/Impact: Meets from 7% to 14%

Staff Responsible for Monitoring: Campus Administrators, Teachers, and Instructional Specialist

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements:
Demographics 1
Student Achievement 1

Funding Sources:
State/District TEKS, Curriculum, and SCA, DBA benchmark results
Local

Formative
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May

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Demographics

Problem Statement 1: Student behavior causes disconnect to academic instruction and positive relationships with teachers and administration on their home campus. **Root Cause:** Home campus TBSI and behavior RTI are not effectively utilized to address severe student misbehavior.

Student Achievement

Problem Statement 1: Students at AEC/ECYC enroll with gaps in learning. **Root Cause:** Student behavior causes attendance decline and therefore students have no access to curriculum.

Performance Objective 7: 8th grade math "Meets" percentages will increase from 7% (2019 STAAR) to 14%(+7% min.)as measured by the 2021 STAAR assessment.

Evaluation Data Sources: Short Cycle Assessments, District Benchmarks, and STAAR 2021 Results

Summative Evaluation: None

Strategy 1: DAEP will follow the district curriculum, scope and sequence, and Number Talks to ensure student growth.

Strategy's Expected Result/Impact: Meets from 7% to 14%

Staff Responsible for Monitoring: Campus Administrators, Teachers, and Instructional Specialist

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements:
Demographics 1
Student Achievement 1

Funding Sources:
TEKS, Curriculum, PLC's, SCA/DBA results Local

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Demographics

Problem Statement 1: Student behavior causes disconnect to academic instruction and positive relationships with teachers and administration on their home campus. **Root Cause:** Home campus TBSI and behavior RTI are not effectively utilized to address severe student misbehavior.

Student Achievement

Problem Statement 1: Students at AEC/ECYC enroll with gaps in learning. **Root Cause:** Student behavior causes attendance decline and therefore students have no access to curriculum.

Performance Objective 8: 8th grade science "Meets" percentages will increase from 0% (2019 STAAR) to 7%(+7% min.) as measured by the 2021 STAAR assessment.

Evaluation Data Sources: Short Cycle Assessments, District Benchmarks, and STAAR 2021 Results

Summative Evaluation: None

Strategy 1: DAEP will follow the district curriculum and scope and sequence to ensure student growth.

Strategy's Expected Result/Impact: Meets from 0% to 7%

Staff Responsible for Monitoring: Campus Administrators, Teachers, and Instructional Specialist

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements:
Demographics 1
Student Achievement 1

Funding Sources:
PLC data drive, TEKS standards, aligned curriculum Local

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Oct	May
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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Demographics

Problem Statement 1: Student behavior causes disconnect to academic instruction and positive relationships with teachers and administration on their home campus. **Root Cause:** Home campus TBSI and behavior RTI are not effectively utilized to address severe student misbehavior.

Student Achievement

Problem Statement 1: Students at AEC/ECYC enroll with gaps in learning. **Root Cause:** Student behavior causes attendance decline and therefore students have no access to curriculum.

Performance Objective 9: The percentage of students scoring "Meets" on the 1st administration of the Algebra 1 EOC will increase from 0% (2019 STAAR) to 7(+7% min.)as measured by the 2021 STAAR assessment.

Evaluation Data Sources: Short Cycle Assessments, District Benchmarks, and STAAR 2021 Results

Summative Evaluation: None

Strategy 1: DAEP will follow the district curriculum and scope and sequence to ensure student growth.

Strategy's Expected Result/Impact: Meets from 0% to 7%

Staff Responsible for Monitoring: Campus Administrators, Teachers, and Instructional Specialist

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements:
Demographics 1
Student Achievement 1

Funding Sources:
TEKS, standards, district scope and sequence, NWEA, DBA/SCA results Local

Formative
Oct
Jan
Mar
Summative
May

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Demographics

Problem Statement 1: Student behavior causes disconnect to academic instruction and positive relationships with teachers and administration on their home campus. **Root Cause:** Home campus TBSI and behavior RTI are not effectively utilized to address severe student misbehavior.

Student Achievement

Problem Statement 1: Students at AEC/ECYC enroll with gaps in learning. **Root Cause:** Student behavior causes attendance decline and therefore students have no access to curriculum.

Performance Objective 10: The percentage of students scoring "Meets" on the 1st administration of the English 1 EOC will increase from 0% (2019 STAAR) to 7%(+7% min.) as measured by the 2021 STAAR assessment.

Evaluation Data Sources: Short Cycle Assessments, District Benchmarks, and STAAR 2021 Results

Summative Evaluation: None

Strategy 1: DAEP will follow the district curriculum and scope and sequence to ensure student growth.

Strategy's Expected Result/Impact: Meets from 0% to 7%

Staff Responsible for Monitoring: Campus Administrators, Teachers, and Instructional Specialist

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements:
Demographics 1
Student Achievement 1

Funding Sources:
Aligned curriculum, Textbooks, online training for virtual students. Local

Formative
Oct
Jan
Mar
Summative
May

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Demographics

Problem Statement 1: Student behavior causes disconnect to academic instruction and positive relationships with teachers and administration on their home campus. **Root Cause:** Home campus TBSI and behavior RTI are not effectively utilized to address severe student misbehavior.

Student Achievement

Problem Statement 1: Students at AEC/ECYC enroll with gaps in learning. **Root Cause:** Student behavior causes attendance decline and therefore students have no access to curriculum.

Performance Objective 11: Implement innovative instructional models which enable personalized learning for all students.

Evaluation Data Sources: Lesson Plans, Walk-Throughs, and Professional Learning Community Meetings

Summative Evaluation: None

Strategy 1: Implement research based instructional models which enable personalized learning for all students, including the following: Blended Learning, Balanced Literacy, Enriched Advanced Academics, and/or Project Based Learning

Strategy's Expected Result/Impact: Student engagement in diverse instructional models will increase academic growth.

Staff Responsible for Monitoring: Campus Administrators, Teachers, and Instructional Specialist

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements:
Staff Quality, Recruitment, and Retention 1
Curriculum, Instruction, and Assessment 1
Technology 1

Funding Sources:
NWEA, Blended learning PD, PBL PD Title One School-wide

Formative
Oct
Jan
Mar
Summative
May

Strategy 2: Principal will implement Professional Learning Communities (PLCs) where teams implement the Data-Driven Instructional process, develop TEKS knowledge (Know/Show charts), implement the coaching model of Observation/Feedback, and plan for student mastery of learning objectives through a personalized learning path

Strategy's Expected Result/Impact: Professional growth throughout the entire DAEP community from targeted coaching and support.

Staff Responsible for Monitoring: Campus Administrators, Teachers, and Instructional Specialist

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements:
Staff Quality, Recruitment, and Retention 1
Curriculum, Instruction, and Assessment 1
Technology 1

Funding Sources:
NWEA, Data driven PLC's, TTESS Local

Formative
Oct
Jan
Mar
Summative
May

 No Progress Accomplished Continue/Modify Discontinue

Problem Statement 1: There is a negative perception of DAEP schools, so it's a struggle to hire teachers to work at DAEP. **Root Cause:** DAEP and discipline are not part of the educational courses offered in higher education, thus teachers do not have the full understanding of student discipline and at risk youth.

Curriculum, Instruction, and Assessment

Problem Statement 1: DAEP structures limit the teachers ability to target specific content curriculum. Teachers have multiple contents in each class. DAEP has to ensure teachers are certified to teach students across multiple contents. **Root Cause:** DAEP settings are not adequately funded to hire the necessary teachers needed for all the diverse content areas and electives. Additionally the DAEP instructional specialist is shared with another campus.

Technology

Problem Statement 1: DAEP is lacking technology devices for use in classroom lessons. Wifi is spotty in some of the classrooms. **Root Cause:** DAEP campus technology in portables is outdated and the connectivity wiring is outdated.

Performance Objective 12: Create systems that monitor students graduation plans to ensure they are receiving the needed credits to fulfill their graduation requirements.

Evaluation Data Sources: DAEP Transition Checklist

Summative Evaluation: None

Strategy 1: Implement DAEP transition checklist to monitor students.

Strategy's Expected Result/Impact: Increase in the student graduation rate.

Staff Responsible for Monitoring: Campus Administrators and School Counselors

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum

Problem Statements:
Student Achievement 1
School Culture and Climate 1, 2

Funding Sources:
OW, effective transition team Title One School-wide

Formative
Oct
Jan
Mar
Summative
May

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Student Achievement

Problem Statement 1: Students at AEC/ECYC enroll with gaps in learning. **Root Cause:** Student behavior causes attendance decline and therefore students have no access to curriculum.

School Culture and Climate

Problem Statement 1: Students with discipline history feel they are targeted and the home campus doesn't want them on campus. **Root Cause:** Student's public education history causes negative outlook at AEC/ECYC campus.

Problem Statement 2: There has been an increase in AEC/ECYC student placements. **Root Cause:** Home campus utilization of TBSI and campus behavior team need to be more effective.

Performance Objective 13: The COC McKinney Vento Homeless and English Learner Grad Lab Drop Out Recovery Program will increase enrollment by 10% at each quarter. (Enrollment will be for McKinney Vento Homeless and English Learning students who have dropped out or were about to drop out.) 70% of the students enrolled in the COC Grad Lab Drop Out Recovery Program will continue to be enrolled and matriculating towards graduation.

Evaluation Data Sources: Grad Lab Attendance and Graduation Rate

Summative Evaluation: None

Strategy 1: DAEP will collaborate with COC on students who may qualify to receive accelerated instruction towards graduation.

Strategy's Expected Result/Impact: Decrease in student drop out rate and increase in the graduation rate.

Staff Responsible for Monitoring: Campus Administrators, School Counselors, COC and CIS Representatives

Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.2

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum

Problem Statements:
Demographics 1
School Culture and Climate 1, 2

Funding Sources:
COC, attendance incentives, OW State Comp Ed

Formative	Summative
Oct	May
Jan	
Mar	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Demographics

Problem Statement 1: Student behavior causes disconnect to academic instruction and positive relationships with teachers and administration on their home campus. **Root Cause:** Home campus TBSI and behavior RTI are not effectively utilized to address severe student misbehavior.

School Culture and Climate

Problem Statement 1: Students with discipline history feel they are targeted and the home campus doesn't want them on campus. **Root Cause:** Student's public education history causes negative outlook at AEC/ECYC campus.

Problem Statement 2: There has been an increase in AEC/ECYC student placements. **Root Cause:** Home campus utilization of TBSI and campus behavior team need to be more effective.

Campus Funding Summary

Local					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	2	1	C&I, Instructional Specialist		$0.00
3	3	1	C&I and Instructional Specialist, Campus Lead teachers		$0.00
3	5	1	NWEA Map Growth, and district/state curriculum		$0.00
3	6	1	State/District TEKS, Curriculum, and SCA, DBA benchmark results		$0.00
3	7	1	TEKS, Curriculum, PLC's, SCA/DBA results		$0.00
3	8	1	PLC data drive, TEKS standards, aligned curriculum		$0.00
3	9	1	TEKS, standards, district scope and sequence, NWEA, DBA/SCA results		$0.00
3	10	1	Aligned curriculum, Textbooks, online training for virtual students.		$0.00
3	11	2	NWEA, Data driven PLC's, TTESS		$0.00
				Sub-Total	$0.00

State Comp Ed					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	4	1	SAS Counselors		$0.00
1	4	2	SAS counselors		$0.00
2	1	1	Continued PD on TTESS		$0.00
3	1	1	Continued PD for teachers and guidance from C&I. Utilize Instructional Specialist		$0.00
3	13	1	COC, attendance incentives, OW		$0.00
				Sub-Total	$0.00

Title One School-wide					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	1	SAS Counselors, CIS, AEC Staff		$0.00

Title One School-wide					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	3	1			$0.00
1	4	1	SAS Counselors		$0.00
1	5	1	SAS and school counselor		$0.00
3	4	1	C&I, TEKS readiness standards, district scope and sequence,		$0.00
3	11	1	NWEA, Blended learning PD, PBL PD		$0.00
3	12	1	OW, effective transition team		$0.00
				Sub-Total	$0.00

Title One D, Subpart 2, Delinquency Services					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Title 1		$0.00
1	3	1			$0.00
1	4	3	School counselor, SAS		$0.00
				Sub-Total	$0.00
				Grand Total	$0.00

Addendums

Ector County Independent School District

Dowling Elementary

Improvement Plan

2020-2021

Accountability Rating: Not Rated: Declared State of Disaster

Mission Statement

Dowling Elementary will inspire students to develop intellectually, emotionally, physically and socially in a safe, orderly, and culturally diverse learning environment.

Vision

We believe that in our quest for excellence, EVERY child can succeed in reaching his academic potential and in becoming a responsible and productive citizen.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Dowling Elementary was built in 1952. For 68 years, Dowling has served students in the surrounding neighborhood. The 2020-2021 school year is the second year in a row that Dowling is rated an "F" campus.

Dowling serves students in Kindergarten through fifth-grade and has one bilingual class section at each grade level. There are two specialized classrooms at Dowling to serve special education students in kindergarten through fifth-grade. All students are offered classes in music, physical education, and library skills. Dowling has two teachers certified in gifted and talented education and is a receiving campus for gifted and talented students from other campuses.

Dowling is a school-wide Title 1 school that had 624 students in 2019-2020, 16.18% English Language Learners, 6.29% identified gifted and talented, 45.19% considered at-risk, 8.65% served through special education, 12.98% homeless, and 74.03% economically disadvantaged students.

There were 203 transfer students at Dowling in 2019-2020. Transfers coded "C-Campus Transfers" make up 43.84% of all transfers followed by 26.1% coded as "P-Moving" and 14.28% coded as "M-Street Address Changed".

In 2019-2020, Dowling had 328 male students and 296 female students.

The attendance rate for Dowling was 91.7% for 2019-2020 which is down from 93.6% in 2018-2019. According to the latest TEA School Report Card from 2018-19, Dowling's attendance rate lags behind the state.

The class size in third grade was 27 students compared to 19.9 for the district and 18.9 for the state. And the fifth-grade class size average was 28.7 for the campus, 22.6 for the district, and 21.2 for the state. Both of these percentages are a concern for an F rated campus.

The mobility rate is 24.5% for Dowling according to the 2018-19 TAPR report (mobility rate report is lagging; the rate listed is for the 2017-18 school year). This is the sixth-highest mobility rate in the district and higher than the state and district averages. A student is considered to be mobile if he or she has been in membership at the school for less than 83% of the school year (i.e., has missed six or more weeks at a particular school.) The state average mobility rate is 15.4% and the district rate is 18.5%.

Population Data

PEIMS Student

	16-17	17-18	18-19	19-20	Difference
Total Enrollment	521	516	567	624	57
Kindergarten	85	80	86	119	33
First Grade	70	84	85	111	26
Second Grade	91	76	87	95	8
Third Grade	101	88	94	97	3
Fourth Grade	86	98	106	87	-19
Fifth Grade	88	90	109	115	6

Ethnic Distribution	16-17	17-18	18-19	19-20	Difference
White	59	59	49	60	11
Hispanic / Latinx	420	411	457	510	53
Black or African American	32	36	50	43	-7
Asian	4	4	4	2	-2
American Indian or Alaska Native	0	0	1	1	0
Native Hawaiian / Pacific Islander	0	2	1	1	0
Two or More	6	4	5	7	2

Special Populations	16-17	17-18	18-19	19-20	Difference
At-Risk	232	232	295	282	-13
Economic Disadvantaged	407	376	397	462	65
LEP	109	97	100	112	12
Special Education	49	56	51	54	3
Bilingual Education	96	84	86	95	9
ESL	10	11	14	6	-8
Gifted & Talented	30	35	35	33	-2
Title I	519	516	567	624	57
Immigrant	21	15	27	35	-2
Migrant	0	1	1	1	0
Military-Connected	0	0	0	1	1
Foster Care	0	1	11	7	-4

Special Populations	16-17	17-18	18-19	19-20	Difference
Homeless	35	15	16	13	-3
Dyslexia	14	15	16	13	-3

Dowling Staff

Both administrators are new to Dowling this year. As of August 17, 2020, there are two vacancies: 5th-grade bilingual and a Specialized Classroom Teacher. There are eight teachers new to Dowling; two of them are experienced teachers from other campuses in the district. There are five first-year teachers of which three have been previous long-term substitutes at Dowling that have entered an alternative certification program. There is one Bilingual ESL Substitute in the 5th-grade bilingual classroom.

Fall 2019 PEIMS Data on Employees

EMPLOYEES			
	Administrators (Principals/Asst. Prin)	Teachers	Instructional Paraprofessionals (Aides)
14/15	2	43	7
15/16	1	35	5
16/17	2	38	5
17/18	2	38	4
18/19	2	34	4
19/20	2	34	7

EMPLOYEE RETENTION PERCENTAGES			
% Remained From Year To Year	Administrators (Principals/Asst. Prin)	Teachers	Instructional Paraprofessionals (Aides)
14/15 to 15/16	50.00%	42.86%	71.43%
15/16 to 16/17	100.00%	82.86%	40.00%
16/17 to 17/18	100.00%	86.84%	60.00%
17/18 to 18/19	0.00%	64.71%	25.00%
18/19 to 19/20	100.00%	79.41%	75.00%

TEACHER EXPERIENCE

Total Professional Any District	Percent with 0 Years	Percent with 1-5 Years	Percent with 6 -10 Years	Percent with > 10 Years	Percent of Teachers W/Masters Degree
14/15	9.30%	25.58%	18.60%	46.51%	11.63%
15/16	2.86%	42.86%	14.29%	40.00%	22.86%
16/17	5.26%	39.47%	13.16%	42.11%	23.68%
17/18	2.63%	36.84%	15.79%	44.74%	26.32%
18/19	2.94%	38.24%	17.65%	41.18%	26.47%
19/20	2.94%	32.35%	23.53%	41.18%	23.53%

Demographics Strengths

1. There are 19 teachers with six or more years of experience.

2. The ethnic distribution of students has remained consistent in the past two years.

3. Three long-term substitutes have enrolled in alternative certification programs in order to return to Dowling as the teacher of record.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Student attendance rate. 91.7%, is below the state and district percentages, **Root Cause:** Families do not understand the importance of school attendance,

Problem Statement 2 (Prioritized): The number of GT students has remained constant even with an increase in enrollment. **Root Cause:** The campus is not identifying students for the GT program.

Student Achievement

Student Achievement Summary

Dowling was rated an F campus in 2018-19. Due to COVID-19, there was no state testing in 2020; therefore, Dowling will remain an F campus for the 2020-21 school year.

Data below is from the Texas Education Agency (TEA) ***School Report Card from 2018-2019***.

Overall Score/Rating = 59/F

Student Achievement Domain 1 = 54/F

School Progress Domain 2= 59/F

Closing the Gaps Domain 3 = 61/D

Based on these data listed below, Dowling lags behind the district and state in STAAR performance data in all grades and subjects in all performance categories. The Istation data from March 2020 (the last month students were in school to test) shows that no grade level is on track to meet the end of year recommended Lexile levels. All grade levels have a significant amount of students performing in Tier 3 in March.

TELPAS data from 2018-2019 indicates 71 students were tested. Of those tested, 25 students, or 48%, showed improvement of at least one level. There were 27 students, or 52%, who remained at the same level or below. 19 students took TELPAS for the first time so there is no progress measure for those students. 2019-2020 TELPAS data indicates that only 23% of students in grades 1-5 showed improvement of at least one level. This is 25% below the improvement percentage from the previous year.

STAAR Performance Rates at **Approaches Grade Level or Above** (All Grades Tested)

All Numbers are Percentages

		Campus	African American	Hispanic	White	Eco Dis
All Subjects	2020 Spring Benchmark	43	44	42	49	49
	2019 STAAR	55	44	56	52	54
	2018 STAAR	56	51	56	52	52
	2017 STAAR	56	42	55	69	52
	2016 STAAR	58	31	58	70	52

		Campus	African American	Hispanic	White	Eco Dis
ELA/Reading	2020 Spring Benchmark	47	56	47	45	44
	2019 STAAR	56	36	57	61	57
	2018 STAAR	57	44	57	57	52
	2017 STAAR	56	44	54	69	51
	2016 STAAR	55	32	54	70	47
Mathematics	2020 Spring Benchmark	44	6	16	27	40
	2019 STAAR	59	56	59	57	55
	2018 STAAR	62	78	60	62	59
	2017 STAAR	62	50	61	69	60
	2016 STAAR	61	26	61	73	54
Writing	2020 Spring Benchmark	37	50	34	53	30
	2019 STAAR	47	50	49	33	49
	2018 STAAR	40	40	40	14	38
	2017 STAAR	37	N/A	35	56	34
	2016 STAAR	60	N/A	58	88	56
Science	2020 Spring Benchmark	32	17	33	40	29
	2019 STAAR	47	25	50	20	49
	2018 STAAR	49	13	54	45	48
	2017 STAAR	60	N/A	59	78	55
	2016 STAAR	61	N/A	64	N/A	56

STAAR Performance Rates at **Meets Grade Level or Above** (All Grades Tested)

All Numbers are Percentages

		Campus	African American	Hispanic	White	Eco Dis
All Subjects	2020 Spring Benchmark	13	4	13	18	12

		Campus	African American	Hispanic	White	Eco Dis
	2019 STAAR	23	11	24	18	21
	2018 STAAR	25	8	25	32	22
	2017 STAAR (2 or more subjects)	23	N/A	23	35	21
	2016 STAAR (2 or more subjects)	20	N/A	20	23	16
ELA/Reading	2020 Spring Benchmark	14	6	15	14	14
	2019 STAAR	21	12	22	17	20
	2018 STAAR	23	0	23	33	19
	2017 STAAR	28	N/A	29	38	25
	2016 STAAR	23	N/A	23	30	18
Mathematics	2020 Spring Benchmark	16	6	16	27	15
	2019 STAAR	25	8	27	22	22
	2018 STAAR	32	22	31	38	28
	2017 STAAR	31	N/A	28	50	29
	2016 STAAR	26	N/A	26	27	21
Writing	2020 Spring Benchmark	5	0	6	0	6
	2019 STAAR	18	13	20	11	17
	2018 STAAR	22	0	22	14	21
	2017 STAAR	13	N/A	11	N/A	12
	2016 STAAR	25	N/A	26	N/A	26
Science	2020 Spring Benchmark	9	0	8	20	6
	2019 STAAR	25	13	24	20	25
	2018 STAAR	16	0	17	27	13
	2017 STAAR	28	N/A	30	N/A	26
	2016 STAAR	22	N/A	22	N/A	16

STAAR Performance Rates at **Masters Grade Level** (All Grades Tested)

All Numbers are Percentages

		Campus	African American	Hispanic	White	Eco Dis
All Subjects	2020 Spring Benchmark	4	0	4	7	3
	2019 STAAR	6	0	5	7	5
	2018 STAAR	8	2	7	12	6
	2017 STAAR	10	N/A	9	20	9
	2016 STAAR	7	N/A	8	8	5
ELA/Reading	2020 Spring Benchmark	5	0	5	6	4
	2019 STAAR	5	0	4	9	4
	2018 STAAR	8	0	7	10	6
	2017 STAAR	15	N/A	15	19	12
	2016 STAAR	8	N/A	8	N/A	6
Mathematics	2020 Spring Benchmark	5	0	5	7	5
	2019 STAAR	7	0	8	4	7
	2018 STAAR	11	6	9	24	8
	2017 STAAR	10	N/A	7	27	5
	2016 STAAR	7	N/A	8	N/A	5
Writing	2020 Spring Benchmark	1	0	1	0	2
	2019 STAAR	3	0	4	0	5
	2018 STAAR	4	0	3	0	3
	2017 STAAR	N/A	N/A	N/A	N/A	N/A
	2016 STAAR	10	N/A	11	N/A	N/A
Science	2020 Spring Benchmark	1	0	1	0	0
	2019 STAAR	5	0	3	20	5
	2018 STAAR	2	0	3	0	1
	2017 STAAR	N/A	N/A	N/A	N/A	N/A
	2016 STAAR	N/A	N/A	N/A	N/A	N/A

Academic Growth Score (All Grades Tested 4/5)

		Campus	African American	Hispanic	White	Eco Dis
Both Subjects	2020 Spring Benchmark	54	N/A	N/A	N/A	N/A
	2019 STAAR	63	48	65	52	61
	2018 STAAR	77	65	79	68	77
	2017 STAAR Met or exceeded progress	65	63	64	65	63
	2016 STAAR Met or exceeded progress	77	N/A	78	81	75
ELA/Reading	2020 Spring Benchmark	66	N/A	N/A	N/A	N/A
	2019 STAAR	57	53	58	38	56
	2018 STAAR	57	44	57	57	52
	2017 STAAR Met or exceeded progress	59	N/A	60	N/A	N/A
	2016 STAAR Met or exceeded progress	76	N/A	60	N/A	N/A
Mathematics	2020 Spring Benchmark	43	N/A	N/A	N/A	N/A
	2019 STAAR	69	43	71	67	66
	2018 STAAR	76	62	78	70	77
	2017 STAAR Met or exceeded progress	71	75	69	N/A	N/A
	2016 STAAR Met or exceeded progress	78	N/A	78	88	N/A

3rd Grade STAAR History

All numbers are percentages

		Approaches	Meets	Masters
ELA/Reading	2020 Spring Benchmark	56	24	7
	2019 STAAR	55	16	6
	2018 STAAR	59	20	6
	2017 STAAR	52		
	2016 STAAR	39		
Mathematics	2020 Spring Benchmark	37	13	6
	2019 STAAR	52	24	5
	2018 STAAR	51	21	5
	2017 STAAR	56		

		Approaches	Meets	Masters
	2016 STAAR	46		

4th Grade STAAR History

All Numbers are Percentages

		Approaches	Meets	Masters
ELA/Reading	2020 Spring Benchmark	53	14	2
	2019 STAAR	47	15	1
	2018 STAAR	51	21	9
	2017 STAAR	44		
	2016 STAAR	60		
Mathematics	2020 Spring Benchmark	49	16	5
	2019 STAAR	51	23	3
	2018 STAAR	59	31	9
	2017 STAAR	53		
	2016 STAAR	64		
Writing	2020 Spring Benchmark	40	5	1
	2019 STAAR	47	18	3
	2018 STAAR	40	22	4
	2017 STAAR	37		
	2016 STAAR	60		

5th Grade STAAR History

All Numbers are Percentages

		Approaches	Meets	Masters
ELA/Reading	2020 Benchmark	49	17	6

		Approaches	Meets	Masters
	2019 Administrations 1&2	65	32	7
	2019 Administration 1	51	30	7
	2018 Administrations 1&2	60	28	11
	2018 Administration 1	59	29	11
	2017 Administrations 1&2	70	37	17
	2017 Administration 1	58	35	17
	2016 Administrations 1&2	67	37	14
	2016 Administration 1	64	37	14

		Approaches	Meets	Masters
Math	2020 Benchmark	47	17	6
	2019 Administrations 1&2	72	26	15
	2019 Administration 1	63	25	15
	2018 Administrations 1&2	73	40	17
	2018 Administration 1	66	40	17
	2017 Administrations 1&2	71	36	12
	2017 Administration 1	69	37	12
	2016 Administrations 1&2	74	33	12
	2016 Administration 1	61	31	11

		Approaches	Meets	Masters
Science	2020 Benchmark	32	9	1
	2019	47	25	5
	2018	49	16	2
	2017	60		
	2016	16		

SSI 2018-19

Student Success Initiative

Grade 5 Reading

Grade 5 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	78%	64%	**49%**	38%	51%	40%	*	*	-	-	40%	50%	59%
Students Requiring Accelerated Instruction														
	2019	22%	36%	**51%**	63%	49%	60%	*	*	-	-	60%	50%	41%
STAAR Cumulative Met Standard														
	2019	86%	76%	**64%**	50%	67%	40%	*	*	-	-	40%	70%	73%
STAAR Met Standard (Non-Proficient in Previous Year)														
Retained in Grade 5	2019	63%	*	*	*	-	-	-	-	-	-	-	*	-
Grade 5 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	83%	73%	**62%**	50%	65%	40%	*	*	-	-	40%	65%	86%
Students Requiring Accelerated Instruction														
	2019	17%	27%	**38%**	50%	35%	60%	*	*	-	-	60%	35%	14%
STAAR Cumulative Met Standard														
	2019	90%	80%	**72%**	63%	75%	40%	*	*	-	-	50%	72%	86%
STAAR Met Standard (Non-Proficient in Previous Year)														
Retained in Grade 5	2019	65%	*	*	*	-	-	-	-	-	-	-	*	-

Domain III Scores 2019: Dowling met 1 out of 9 targets in Domain III

Student Success Status																
Target	47	36	41	58	46	73	48	55	38	37	23	43	48	45		
Target Met	N	N	N	N					N	N	Y		N	N		
STAAR Component Score	28	18	28	26	*	60	-	55	27	35	26	38	28	27		
% at Approaches GL Standard or Above	55%	44%	56%	52%	*	90%	-	83%	54%	63%	45%	53%	54%	56%		
% at Meets GL Standard or Above	23%	11%	24%	18%	*	50%	-	50%	21%	30%	30%	40%	24%	19%		
% at Masters GL Standard	6%	0%	5%	7%	*	40%	-	33%	5%	11%	3%	20%	5%	6%		
Total Tests	759	66	614	60	*	10	-	**	496	149	100	15	553	206		
Total Indicators															1	9

Data From Federal Report Card 2018-19

This section provides information on the progress of all students and each student group toward meeting the long-term goals or interim objectives on STAAR academic performance, federal graduation rate, and English learners' language proficiency. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
STAAR Performance Status											
Reading											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	N	N	N						N	Y	N
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N	N	N						N	Y	N
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N	N	N						N	N	N
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N	N	N						N	N	N
Mathematics											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	N	N	N						N	Y	N
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N	N	N						N	N	N
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N	N	N						N	N	N
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N	N	N						N	N	N
English Learner Language Proficiency Status											
Interim Goals (2018-2022)											36%
Target Met											Y
Interim Goals (2023-2027)											38%
Target Met											Y
Interim Goals (2028-2032)											40%
Target Met											Y
Long-Term Goals											40%
Target Met											Y

IStation Summary March 2020

	Tier 3 %	Tier 2 %	Tier 1%
Kinder English	21	26	53
Kinder Spanish	0	100	0
1st English	41	13	47
1st Spanish	13	20	67

	Tier 3 %	Tier 2 %	Tier 1%
2nd English	21	21	58
2nd Spanish	16	32	53
3rd English	28	21	51
3rd Spanish	8	15	77
4th English	16	33	51
4th Spanish	8	25	67
5th English	18	27	56
5th Spanish	8	17	75

IStation Average Lexile Levels

March 2020

	Avg Lexile at Dowling	CCR Recommended EOY Lexile Level	50th Percentile Lexile Level EOY	90th Percentile Lexile Level EOY
Kinder English	NONE	230L	BR160L	150L
Kinder Spanish	BR	NONE	NONE	NONE
1st English	BR95L	530L	165L	570L
1st Spanish	90L	NONE	540L	NONE
2nd English	365L	650L	425L	795L
2nd Spanish	450L	NONE	655L	NONE
3rd English	565L	820L	645L	985L
3rd Spanish	510L	NONE	740L	NONE
4th English	730L	940L	850L	1160L
4th Spanish	N/A	NONE	810L	NONE
5th English	850L	1010L	950L	1260L
5th Spanish	N/A	NONE	870L	NONE

Student Achievement Strengths

1. Spanish IStation scores in all grade levels show fewer students performing in Tier 3 than their monolingual peers.

2. Fourth-grade reading scores from the Spring 2020 Benchmark show improvement from the 2019 STAAR scores.

3. 2020 projections for Student Progress in Reading show an increase from a 57 to 66.

4. Third-grade reading scores from the Spring 2020 Benchmark show improvement from the 2019 STAAR scores.

5. IStation scores indicate all groups except kindergarten Spanish and first-grade English have over 50% of students performing in Tier I in March 2020.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): STAAR Performance Data in all grades all subjects (55% approaches) lags behind the district (63% approaches) and state measures (78% approaches) . **Root Cause:** Students entering third-grade are below grade level in math and reading compared to their peers across the district and state.

Problem Statement 2 (Prioritized): Less than 50% of Dowling 4th-graders approach grade level on the writing STAAR. **Root Cause:** Lack of a strong, consistent writing program in K-3.

Problem Statement 3 (Prioritized): Less than 50% of Dowling 5th-graders approach grade level on the science STAAR. **Root Cause:** Lack of foundational science knowledge.

Problem Statement 4 (Prioritized): Average student reading levels in Spanish and English across all grade levels are lower than the recommended Lexile levels. Kindergarten average Lexile did not measure and is 230L below recommended lexile level. First-grade average lexile level was 95L in English and 90L in Spanish compared to the 530L recommended in English and Spanish. Second grade English was 365L and Spanish 510 L compared to the recommendation of 650L. Third grade average scores were 545L in English and 510L in Spanish compared to the 820L recommended score. Fourth grade average score was 730L compared to the recommendation of 940L. And fifth-grade was 850L compared to 1010L recommended. **Root Cause:** Reading instruction is not provided at the depth and complexity of the TEKS.

Problem Statement 5 (Prioritized): Less than a fourth, 23%, of all bilingual students are showing increased English proficiency as measured by TELPAS. **Root Cause:** Bilingual students do not have enough practice in listening, speaking, reading, and writing in English.

School Culture and Climate

School Culture and Climate Summary

The total number of student discipline referrals for 2019-2020 totaled 124 which is down from 154 the previous year and 345 in 2017-2018. There were 22 out of school suspensions down from 43 in 2018-2019 and 44 in 2017-2018. There were 30 incidents of in-school suspension which is a decrease from 66 in 2018-2019 and 43 in 2017-2018. However, the In-School Suspension (ISS) and Out of School Suspension (OSS) showed 24% of the school's placements were assigned to African American students who made up only 8% of the school population.

The discipline referrals for the year came from 55 students or 11.34% of the total number of students. 36% of all referrals were from fifth-graders followed by 27% of all referrals from third-graders. 40% of students with discipline referrals also had 10 or more absences for the year. 68% of students with referrals had 6 or more absences. 65% of all referrals for not following the student code of conduct followed 13% of referrals for not following instructions. Hispanic students accounted for 61% of all referrals. Black students accounted for 13% of all referrals and white students accounted for 14%.

Student attendance for 2019-2020 through March 7, 2020, was 91.7% compared to 93.1% at the same time period last year. Student attendance continues to be a concern.

The campus uses CHAMPS procedures for common areas and classroom activities. There is a varied level of implementation across the campus. Last year, the campus began implementing Conscious Discipline. There is a varied level of implementation across the classrooms. During 2020-2021, the campus will participate in the ten online courses as a group. There is a need to have training for families in Conscious Discipline.

The campus has parents who are non-English speaking. All parent notes are sent home in English and Spanish. In addition, all training and meetings are translated into Spanish.

The Campus Improvement Team has not had business or community members serving for the past two years. There are also no parents on the CIT.

Dowling is an older building in need of many updates and/or repairs. It appears that the facility and grounds have been neglected for several years. This is not only a cosmetic issue but a safety issue that affects the campus culture and climate. The district maintenance department is working with campus administration to begin making needed repairs and updates.

Panorama Student Survey

Evidence collected from the Panorama survey reports students' perceptions are:

52% believe it is difficult to find help from an adult if they are being bullied

61% see their friends get into fights

66% report being bullied online.

89% believe Dowling teachers are respectful to them

83% of their teachers have positive energy

71% of students feel their teachers are excited to be at school

ECISD Home Connectivity Survey Spring 2020

Q.1: To what extent has this student participated in distance learning this spring?

Did not participate at all 20%

Participates rarely 18%

Participates sometimes 12%

Participates often 15%

Participates almost always 34%

Q.2: How often does this student have reliable internet access at home?

Never 23%

Rarely 11%

Sometimes 24%

Frequently 11%

Almost all the time 31%

Panorama Staff Survey Spring 2020

All six topics of the Panorama survey indicate Dowling scored below other comparison campuses.

1. Professional Learning Perceptions of the amount and quality of professional growth and learning opportunities available to faculty and staff.

Dowling: 52% Other Elementary Campuses: 73%

2. **School Climate** Perceptions of the overall social and learning climate of the school.

Dowling:44% Other Elementary Campuses:79%

3. **School Leadership** Perceptions of the school leadership's effectiveness.

Dowling: 78% Other Elementary Campuses:84%

4. **Staff-Family Relationships** Perceptions of faculty and staff relationships with the families at their school.

Dowling: 48% Other Elementary Campuses71%

5.**Staff-Leadership Relationships** Perceptions of faculty and staff relationships with school leaders.

Dowling: 87% Other Elementary Campuses88%

6. **Feedback and Coaching** Perceptions of the amount and quality of feedback faculty and staff receive.

Dowling: 40% Other Elementary Campuses71%

School Culture and Climate Strengths

1. Returning staff have had initial training in Conscious Discipline.

2. There have been fewer discipline referrals during the past two years.

3. 89% of students believe their teachers are respectful towards them.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1 (Prioritized): Conscious Discipline is not fully implemented in all classrooms. **Root Cause:** Lack of ongoing training.

Problem Statement 2 (Prioritized): CHAMPS expectations are not consistently taught and enforced. **Root Cause:** Inadequate follow through from administration and staff.

Problem Statement 3 (Prioritized): There is inequity in the number of ISS and OSS placements assigned to African American students at Dowling. **Root Cause:** Lack of equity for student groups.

Problem Statement 4 (Prioritized): Parent Involvement is poor; 50% of families never meet with their child's teacher during the year. 67% of teachers surveyed responded that it is somewhat challenging to communicate with the families of students. **Root Cause:** There is not consistent communication between home and school.

Problem Statement 5 (Prioritized): Campus Improvement Team does not meet the district membership requirements. **Root Cause:** Lack of parental, community, and business owner representation.

Problem Statement 6 (Prioritized): During distance learning in Spring 2020, 38% of students participated rarely, or never. **Root Cause:** Lack of access to broadband internet access.

Problem Statement 7 (Prioritized): Staff perceptions of the campus score low compared to other elementary campuses. Feedback and Coaching scored 40% compared to 71% for other elementaries. School climate scored 44% compared to 79% for all elementary campuses. Professional Learning scored 52% compared to 73% for elementaries. And School Leadership scored 78% compared to 84% for elementary campuses. **Root Cause:** There is no campus plan for school culture in place.

Problem Statement 8 (Prioritized): Fifty-two percent of students surveyed believe it is difficult to find help from an adult if they are being bullied. **Root Cause:** Strong relationships between staff and students are lacking.

Problem Statement 9 (Prioritized): Dowling is in need of many repairs and/or updates to the facility and grounds. **Root Cause:** There has been no plan in place to keep the building up-to-date and in good repair.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

There are currently vacancies in first-grade and in fifth-grade bilingual. 78% of teachers are returning to Dowling for the 2020-21 school year. 86.4% of the Dowling staff including custodial and cafeteria staff are returning for the 2020-21 school year. Two of the long-term substitutes from last year have entered alternative certification programs and will return to Dowling as the teachers of record.

Recruitment and placement of high-quality staff are done at the district level. The campus principal interviews candidates from the pool in TalentEd and makes recommendations for hire.

All new teachers are given a mentor on campus. The mentor teaches the same grade or a grade below/above the new teacher. Currently, there are six first-year teachers on staff for 2020-2021.

Dowling employs a librarian, a music teacher, two instructional specialists, one dyslexia therapist, two administrators, one counselor, one Secretary, one office clerk, and one attendance clerk. There are two PE aides and one certified PE teacher. The two specialized classrooms are staff by two full-time special ed certified teachers and three special education aides. There is one resource/inclusion teacher. There are 23 monolingual teachers and six bilingual teachers on staff. The diagnostician, speech therapist, behavior specialist, student assistant services counselor, nurse, and technology specialist are all assigned by their respective departments and work at Dowling per their schedule.

Professional development is planned at the district and campus levels. In 2019-2020 at the campus level, Conscious Discipline was the focus in August 2019. Other professional learning opportunities focused on improving teaching strategies.

The district technology specialist assigned to Dowling, Jessica Dominguez, provides training and follow-up for using technology to enhance instruction.

Grade-level PLCs are held weekly in the conference room. The Relay format of DDI is used to examine data and plan for instruction and remediation.

Staff Full-Time Equivalent (FTE) Summary

	2016-2017	2017-2018	2018-2019	2019-2020
Total Staff				
Teachers	51.4	47.2	44.5	50.5
Professional Staff	5.8	4.5	4.4	5.7
Campus Administration	2.0	2.0	1.9	2.0
Educational Aides	5.0	4.0	3.9	6.0

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	2016-2017	2017-2018	2018-2019	2019-2020
Personnel by Ethnicity and Sex				
White	19.8	16.2	14.5	18.5
Hispanic	29.5	31.1	30	30
Black	2	1	0	2
White Male	.9	.4	.2	.1
White Female	18.9	15.8	14.3	18.4
Hispanic Male	0	1	4	4.1
Hispanic Female	29.5	30.1	26	25.9
Black Male	0	0	0	0
Black Female	2	1	0	2
Teachers by Highest Degree Held				
No Degree	2	1	2	7
Bachelors	28.6	26.7	23.2	25.1
Masters	8	9	9	4.7
Doctorate	0	0	0	0
Teachers by Years of Experience				
Beginning Teachers	3.8	1	2	6
1-5 Years of Experience	15	14.4	13	11
6-10 Years of Experience	5	6	6	8
11-20 Years of Experience	6	4	5.2	4.1
Over 20 Years of Experience	8.8	11.4	8	7.7
Teachers by Population Served				
Regular Education	26.6	24/4	23	26
Bilingual/ESL Education	7	7	6	6
Compensatory Education	0	1	1	1
Gifted & Talented	0	2	2	.7
Special Education	5	2.3	2.2	3.2

Long term substitutes / Vacancies:

2018-2019: 2

2019-2020: 7

2020-21: As of August 2, 2020, there are two vacancies: 1st-grade and 5th-grade bilingual

2019-2020 T-TESS Summary Data for Teachers

Dimension	Categories	Percent
1.1 **The teacher designs clear, well-organized, sequential lessons that reflect best practice, align with standards and are appropriate for diverse learners.**	Distinguished	0%
	Accomplished	4%
	Proficient	93%
	Developing	4%
	Improvement Needed	0%
1.2**The teacher uses formal and informal methods to measure student progress, then manages and analyzes student data to inform instruction.**	Distinguished	0%
	Accomplished	0%
	Proficient	96%
	Developing	4%
	Improvement Needed	0%
1.3 Through knowledge of students and proven practices, the teacher ensures high levels of learning, social-emotional development and achievement for all students.	Distinguished	0%
	Accomplished	4%
	Proficient	89%
	Developing	7%
	Improvement Needed	0%
1.4 **The teacher plans engaging, flexible lessons that encourage higher-order thinking, persistence and achievement.**	Distinguished	0%

Dimension	Categories	Percent
	Accomplished	4%
	Proficient	70%
	Developing	36%
	Improvement Needed	0%
2.1**The teacher supports all learners in their pursuit of high levels of academic and social-emotional success.**	Distinguished	0%
	Accomplished	4%
	Proficient	81%
	Developing	11%
	Improvement Needed	0%
2.2 The teacher uses content and pedagogical expertise to design and execute lessons aligned with state standards, related content and student needs.	Distinguished	0%
	Accomplished	4%
	Proficient	85%
	Developing	11%
	Improvement Needed	0%
2.3**The teacher clearly and accurately communicates to support persistence, deeper learning and effective effort.**	Distinguished	0%
	Accomplished	22%
	Proficient	74%
	Developing	4%
	Improvement Needed	0%
2.4**The teacher differentiates instruction, aligning methods and techniques to diverse student needs.**	Distinguished	0%
	Accomplished	0%
	Proficient	74%
	Developing	22%
	Improvement Needed	0%
2.5**The teacher formally and informally collects, analyzes and uses student progress data and makes needed lesson adjustments.**	Distinguished	0%
	Accomplished	7%

Dimension	Categories	Percent
	Proficient	74%
	Developing	11%
	Improvement Needed	0%
3.1**Routines and Procedures: The teacher organizes a safe, accessible and efficient classroom.**	Distinguished	0%
	Accomplished	33%
	Proficient	59%
	Developing	7%
	Improvement Needed	0%
3.2**The teacher establishes, communicates and maintains clear expectations for student behavior.**	Distinguished	0%
	Accomplished	30%
	Proficient	63%
	Developing	7%
	Improvement Needed	0%
3.3 **The teacher leads a mutually respectful and collaborative class of actively engaged learners.**	Distinguished	0%
	Accomplished	33%
	Proficient	56%
	Developing	7%
	Improvement Needed	0%

-

Staff Quality, Recruitment, and Retention Strengths

1. Returning staff and principals are trained in the Relay format for DDI.

2. PLCs occur weekly with administrators.

3. The number of vacancies has decreased from last year.

4. There are 12 teachers with more than 11 years of teaching experience.

5. 86% of all Dowling staff, including cafeteria and custodial staff, are returning to Dowling.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1 (Prioritized): There is no formal plan for supporting first through third year teachers. **Root Cause:** A plan has not been developed and implemented.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Research-based curriculum, instruction and assessment are integral components to meeting the educational needs of our student population. Teachers are provided with an aligned curriculum in every grade level in all core subject areas. The curriculum is reinforced in tutoring, dyslexia services, balanced literacy, and guided math.

IStation, Brainchild, and Imagine Math are digital platforms used to close the achievement gap. Additionally, resource allocations in the form of supplemental materials and technology contribute to student performance by providing additional teaching tools. COGAT, Naglieri, STAAR, SBAs, DBAs, unit assessments, IStation, Imagine Math, Brainchild, and TELPAS assessments allow for early identification of need and potential targets for intervention. This year the bilingual department purchased a program to specifically prepare bilingual students for the listening and speaking portions of TELPAS.

The campus is not a one-to-one campus. This makes using technology on a regular basis difficult. During remote learning, teachers were not prepared to use a digital platform for all instruction due to the limited use of technology in the classroom.

Curriculum, Instruction, and Assessment Strengths

1. All teachers K-5 are provided with a district scope and sequence to follow as well as unit assessments and DBAs to measure growth in grades 1-5.

2. All students K-5 have access to IStation and Imagine Math.

3. District purchased program for TELPAS preparation.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): T-TESS shows that 0% of teachers scored accomplished or distinguised in the ability to differentiate instruction. **Root Cause:** Lack of knowledge about blended and personalized learning.

Problem Statement 2 (Prioritized): T-TESS shows that only 4% of teachers scored above proficient in planning engaging, flexible lessons that encourage higher-order thinking, persistence, and achievement. **Root Cause:** Dowling is not a schoolwide AVID campus.

Parent and Community Engagement

Parent and Community Engagement Summary

Parent involvement at Dowling is lacking. Many parents move and/or change their phone numbers and do not notify the campus. There is not a consistent messaging app used across the campus to inform parents of campus events. This year the campus will use Class Dojo as a consistent messaging platform for parents. The campus social media accounts, Facebook and Twitter, are in place and need to be utilized more often to showcase the good things happening at Dowling.

Dowling has on average 20% of parents come to family engagement nights including Meet the Teacher and Open House. When parents move or change phone numbers they often do not notify the campus and it is difficult to make contact with them.

All parents are not utilizing TxConnect to monitor student grades and attendance.

Community partners for Dowling are Grace Christian Church and Living Word; however, they were not active partners last year.

The following data is from the Fall 2019 Parent Survey.

Family Engagement

How involved have you been with a parent group(s) at your child's school? 59% are not involved at all

School Climate

To what extent do you think that children enjoy going to your child's school? 50% of parents answered "quite a bit"

How motivating are the classroom lessons at your child's school? 43% answered "Quite Motivating"

Overall, how high are the school's academic expectations for all children? 45% answered "Quite High"

How well do administrators at your child's school create a school environment that helps children learn? 41% answered "extremely well"

Overall, how much respect do you think the teachers at your child's school have for the children? 41% answered "A tremendous amount"

School Safety

School safety scored 69% overall which is below the district, elementary schools, Region 18, and texas schools percentages.

How often do you worry about violence at your child's school? 32% of parents replied "almost always"

Overall, how unsafe does your child feel at school? 23% answered "extremely unsafe"

2020-2021 Parent and Family Engagement Policy

Dowling Elementary will involve parents in the partnership and development of the Dowling Parent and Family Engagement Policy, as well as the process of school review and improvement. Each year, there will be an annual Title I meeting, at a convenient time, to which all parents will be invited and encouraged to attend, to inform parents of the school's participation in Title I and to explain the requirements of Title I funding, and the right of parents to be involved. PL 114-95 Section 1116 c (1)

Parents will have the opportunity to work together with the school in a professional, organized and timely manner to plan, review and improve the school parent and family engagement policy PL 114-95, section 1116 (b) (1) and the schoolwide program plan (Campus Improvement Plan, or CIP). Parents will receive a timely response to their suggestions and questions. If the schoolwide program plan (CIP) is not satisfactory to parents, the school will submit any parent comments on the plan when the plan is made available to the school district. PL 107-110, section 1116 c (5)

A flexible number of parent involvement meetings will be held each year. PL 114-95, Section 1116 c (2) Meetings will be held in the following settings: Parent/Teacher Conferences, School Report Card Review, School-wide Programs, Coffee & Conversation and Cokes & Conversation with the Principal, and Parent Workshops. During these meetings, parents will be provided with opportunities to formulate suggestions, share experiences with other parents, and to participate in decisions relating to the education and behavior of their children. The school will provide materials and training multiple times yearly to help parents work with their children to improve their children's achievement. PL 114-95 Section 1116 (e)(2) The school may pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and childcare costs, to enable parents/families to participate in school-related meetings and training. PL 114-95 Section 1116 (e) (8) The school will provide other reasonable support for parental involvement activities as parents may request. PL 114-95 Section 1116 (e)(14)

Parents will be provided timely and available information about school events through e-mail, school planners, flyers, notes, phone calls, campus website, campus Facebook page, campus Twitter, Class Dojo, school marquee. PL 114-95 Section 1116 c (4) (A) Communication will be provided in a format and, to the extent practicable, in a language the parents can understand. PL 114-95 Section 1116 (e) (5)

School performance profiles will be posted on the campus website. Teachers will be available to meet with parents to assist in interpreting their child's individual assessment results.

During parent-teacher conferences and/or other meetings, parents will be provided a description and explanation of the curriculum in use at the school, the types and forms of assessments used to measure students' progress, and the proficiency levels students are expected to meet. PL 114-95 Section 1116 c (4) C Parents will be given information by the classroom teacher on how to monitor students' progress and how to work to improve the achievement of their children. PL 114095 Section 1116 (e)(2)

Each year, with the assistance of parents, all staff will be educated in the value and utility of contributions of parents/families, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build tired between the parents and the school. PL 114-95 Section 1116 (e)(3)

Parents will work collaboratively in revising the content and effectiveness of the parental involvement policy as necessary.

Parent and Community Engagement Strengths

1. All parents will have access to TxConnect this year to monitor student attendance and grades. The program is being used to register students which means all parents will have an account.

2. Both churches have agreed to support Dowling this school year and both were thankful for the communication from the campus.

3. One new community partner, Texas Tech Nursing Student Association, has been contacted as is currently raising funds to provide teachers and students with supplies. They will be supporting Dowling this year as their community service.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): 59% of parents are not engaged. **Root Cause:** No consistent system for reaching out to parents. Lack of opportunities to engage families.

Problem Statement 2 (Prioritized): Zero percent of Community Partners are not engaged. **Root Cause:** Community Partners are not informed of campus needs and asked to be involved in the campus.

School Context and Organization

School Context and Organization Summary

All classrooms schedule a 30 minute remediation time during the school day to pull small groups of less than six students who need intervention in reading and/or math. All K-5 classrooms schedule 90 minutes for ELAR and math. All classes attend PE three days a week for 45 minutes, the library and music are scheduled one day per week for 45 minutes. Classes have two recess periods per day. Before and after school duty schedules are determined by staff.

Dowling uses Conscious Discipline and PBIS / CHAMPS as part of our schoolwide discipline plan. All campus staff is trained in CHAMPS / PBIS. 2019-2020 was the first year of implementing Conscious Discipline at Dowling. There is a varying degree of implementation of Conscious Discipline among staff members. Conscious Discipline training for all staff will occur during ten sessions throughout this year.

The main campus goals for 2020-2021 are:

1. Improve Student Achievement Domain I score from a 54 to a 70 as measured by STAAR.

2. Improve Student Progress Domain 2 score from a 59 to a 70 as measured by STAAR.

3. Improve Closing the Gaps Domain 3 score from a 61 to a 70 as measured by STAAR.

4. All K-3rd grade students will make at least one year of progress in reading and math as measured by the MAP assessment.

Student progress in **ALL** grade levels is the focus. This goal is known among the staff and is posted in the PLC Conference Room. Data from unit tests, MAP assessments, interim assessments, and released STAAR tests will be examined to determine progress towards meeting this goal.

School Context and Organization Strengths

1. All classrooms have built-in time for RTI.

2. MAP assessments will be given to all K-5 grade students in the 2020-2021 year.

3. Scheduled time for ELAR/SLAR and math.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1 (Prioritized): Students spend 0 minutes silently reading each day. **Root Cause:** This has not been a campus focus and included in the master schedule.

Technology

Technology Summary

Every teacher has at least 3 student computers and 3 Ipads in the classroom. We have one fully functioning computer lab with 24 computers, and each grade level has a computer on wheels unit. Teachers at Dowling use technology for Accelerated Reader, Istation, Stride/Imagine Math, Brain Child, Google Classroom, See Saw, among other applications and interventions.

ECISD is moving to a one-to-one district in 2020-2021. All K-2nd graders will have an IPad and all 3-5th graders will have a Chromebook. The campus will purchase technology applications for teachers to use when planning instruction. The administration will work with the campus technology specialist to plan relevant professional learning.

Kindergarten, first-grade, and second-grade will use SeeSaw as their learning platform during 2020-21. Third, fourth, and fifth grades will use Google Classroom as their Learning Management System this year. There is a need for training for all teachers on how to efficiently and successfully use these platforms to roll out instruction to all students.

Dowling anticipates having a full class (at least 20) on each grade-level of students who will receive virtual instruction five days per week. Second-grade has over 30 students signed up for virtual instruction and will need two teachers to meet this need.

Technology Strengths

1. One-to-one devices for 2020-21.

2. Computer lab with 24 computers.

Problem Statements Identifying Technology Needs

Problem Statement 1 (Prioritized): There are zero schoolwide site licenses for technology applications. **Root Cause:** Funds have not been allocated for these purchases.

Problem Statement 2 (Prioritized): At least 25% of all students will learn in a completely virtual environment and 0% of teachers and leaders have experience in leading a fully virtual classroom. **Root Cause:** Lack of experience with virtual teaching and learning.

Priority Problem Statements

Problem Statement 1: Student attendance rate. 91.7%, is below the state and district percentages,

Root Cause 1: Families do not understand the importance of school attendance,

Problem Statement 1 Areas: Demographics

Problem Statement 2: The number of GT students has remained constant even with an increase in enrollment.

Root Cause 2: The campus is not identifying students for the GT program.

Problem Statement 2 Areas: Demographics

Problem Statement 3: STAAR Performance Data in all grades all subjects (55% approaches) lags behind the district (63% approaches) and state measures (78% approaches) .

Root Cause 3: Students entering third-grade are below grade level in math and reading compared to their peers across the district and state.

Problem Statement 3 Areas: Student Achievement

Problem Statement 4: Average student reading levels in Spanish and English across all grade levels are lower than the recommended Lexile levels. Kindergarten average Lexile did not measure and is 230L below recommended lexile level. First-grade average lexile level was 95L in English and 90L in Spanish compared to the 530L recommended in English and Spanish. Second grade English was 365L and Spanish 510 L compared to the recommendation of 650L. Third grade average scores were 545L in English and 510L in Spanish compared to the 820L recommended score. Fourth grade average score was 730L compared to the recommendation of 940L. And fifth-grade was 850L compared to 1010L recommended.

Root Cause 4: Reading instruction is not provided at the depth and complexity of the TEKS.

Problem Statement 4 Areas: Student Achievement

Problem Statement 5: Less than a fourth, 23%, of all bilingual students are showing increased English proficiency as measured by TELPAS.

Root Cause 5: Bilingual students do not have enough practice in listening, speaking, reading, and writing in English.

Problem Statement 5 Areas: Student Achievement

Problem Statement 6: Conscious Discipline is not fully implemented in all classrooms.

Root Cause 6: Lack of ongoing training.

Problem Statement 6 Areas: School Culture and Climate

Problem Statement 7: CHAMPS expectations are not consistently taught and enforced.

Root Cause 7: Inadequate follow through from administration and staff.

Problem Statement 7 Areas: School Culture and Climate

Problem Statement 8: Parent Involvement is poor; 50% of families never meet with their child's teacher during the year. 67% of teachers surveyed responded that it is somewhat challenging to communicate with the families of students.

Root Cause 8: There is not consistent communication between home and school.

Problem Statement 8 Areas: School Culture and Climate

Problem Statement 9: Campus Improvement Team does not meet the district membership requirements.

Root Cause 9: Lack of parental, community, and business owner representation.

Problem Statement 9 Areas: School Culture and Climate

Problem Statement 10: During distance learning in Spring 2020, 38% of students participated rarely, or never.

Root Cause 10: Lack of access to broadband internet access.

Problem Statement 10 Areas: School Culture and Climate

Problem Statement 11: Staff perceptions of the campus score low compared to other elementary campuses. Feedback and Coaching scored 40% compared to 71% for other elementaries. School climate scored 44% compared to 79% for all elementary campuses. Professional Learning scored 52% compared to 73% for elementaries. And School Leadership scored 78% compared to 84% for elementary campuses.

Root Cause 11: There is no campus plan for school culture in place.

Problem Statement 11 Areas: School Culture and Climate

Problem Statement 12: Fifty-two percent of students surveyed believe it is difficult to find help from an adult if they are being bullied.

Root Cause 12: Strong relationships between staff and students are lacking.

Problem Statement 12 Areas: School Culture and Climate

Problem Statement 13: There is no formal plan for supporting first through third year teachers.

Root Cause 13: A plan has not been developed and implemented.

Problem Statement 13 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 15: T-TESS shows that 0% of teachers scored accomplished or distinguised in the ability to differentiate instruction.

Root Cause 15: Lack of knowledge about blended and personalized learning.

Problem Statement 15 Areas: Curriculum, Instruction, and Assessment

Problem Statement 16: T-TESS shows that only 4% of teachers scored above proficient in planning engaging, flexible lessons that encourage higher-order thinking, persistence, and achievement.

Root Cause 16: Dowling is not a schoolwide AVID campus.

Problem Statement 16 Areas: Curriculum, Instruction, and Assessment

Problem Statement 17: There is inequity in the number of ISS and OSS placements assigned to African American students at Dowling.

Root Cause 17: Lack of equity for student groups.
Problem Statement 17 Areas: School Culture and Climate

Problem Statement 18: 59% of parents are not engaged.
Root Cause 18: No consistent system for reaching out to parents. Lack of opportunities to engage families.
Problem Statement 18 Areas: Parent and Community Engagement

Problem Statement 19: Zero percent of Community Partners are not engaged.
Root Cause 19: Community Partners are not informed of campus needs and asked to be involved in the campus.
Problem Statement 19 Areas: Parent and Community Engagement

Problem Statement 21: Students spend 0 minutes silently reading each day.
Root Cause 21: This has not been a campus focus and included in the master schedule.
Problem Statement 21 Areas: School Context and Organization

Problem Statement 22: There are zero schoolwide site licenses for technology applications.
Root Cause 22: Funds have not been allocated for these purchases.
Problem Statement 22 Areas: Technology

Problem Statement 23: Dowling is in need of many repairs and/or updates to the facility and grounds.
Root Cause 23: There has been no plan in place to keep the building up-to-date and in good repair.
Problem Statement 23 Areas: School Culture and Climate

Problem Statement 24: Less than 50% of Dowling 4th-graders approach grade level on the writing STAAR.

Root Cause 24: Lack of a strong, consistent writing program in K-3.

Problem Statement 24 Areas: Student Achievement

Problem Statement 25: Less than 50% of Dowling 5th-graders approach grade level on the science STAAR.

Root Cause 25: Lack of foundational science knowledge.

Problem Statement 25 Areas: Student Achievement

Problem Statement 26: At least 25% of all students will learn in a completely virtual environment and 0% of teachers and leaders have experience in leading a fully virtual classroom.

Root Cause 26: Lack of experience with virtual teaching and learning.

Problem Statement 26 Areas: Technology

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Quantifiable goals for student performance in reading and math PreK-3(HB 3)
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- State and federal planning requirements
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data

Parent/Community Data

- Parent Involvement Rate

Goals

Goal 1: Foundational Excellence: Dowling Elementary will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 1: Dowling will utilize technology to provide quality blended learning for all students.

Evaluation Data Sources: Lesson plans; device inventory; student, parent, staff surveys

Summative Evaluation: None

Strategy 1: Standardize classroom instructional technology to include 1:1 staff and 1:1 scholar mobile devices.

Strategy's Expected Result/Impact: Increase timely access to digital content and online educational systems.

Staff Responsible for Monitoring: Principal

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: None

ESF Levers: Lever 5: Effective Instruction

Problem Statements:
School Culture and Climate 6
Curriculum, Instruction, and Assessment 1

Funding Sources:
Stickers and luggage tags to identify devices and carrying cases.
Title One School-wide $750

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Strategy 2: Dowling teachers will embed student use of technology tools that align with the TEKS into daily lesson plans.

Strategy's Expected Result/Impact: Increase in student participation in online learning programs that focus on closing learning gaps in reading and math.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialists, Teachers

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements:
Student Achievement 4, 5
Curriculum, Instruction, and Assessment 1
Technology 1

Funding Sources:
Flocabulary Online Program Title One School-wide $2,500
BrainPop Online Program Title One School-wide $2,550
Generation Genius Online Program Title One School-wide $795
See Saw Online App for K-2 Title One School-wide $1,700
Lyrics2Learn Online Program Title One School-wide $2,500

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Strategy 3: Dowling staff will participate in a book study using the book Blended Learning in Action by Caitlin Tucker.

Strategy's Expected Result/Impact: Staff will have knowledge of blended learning best practices.

Staff Responsible for Monitoring: Principal

Title I Schoolwide Elements: None

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum

Problem Statements:
Curriculum, Instruction, and Assessment 1
Technology 2

Funding Sources:
Blended Learning in Action books for each staff member Title One School-wide $980

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Student Achievement

Problem Statement 4: Average student reading levels in Spanish and English across all grade levels are lower than the recommended Lexile levels. Kindergarten average Lexile did not measure and is 230L below recommended lexile level. First-grade average lexile level was 95L in English and 90L in Spanish compared to the 530L recommended in English and Spanish. Second grade English was 365L and Spanish 510 L compared to the recommendation of 650L. Third grade average scores were 545L in English and 510L in Spanish compared to the 820L recommended score. Fourth grade average score was 730L compared to the recommendation of 940L. And fifth-grade was 850L compared to 1010L recommended. **Root Cause:** Reading instruction is not provided at the depth and complexity of the TEKS.

Problem Statement 5: Less than a fourth, 23%, of all bilingual students are showing increased English proficiency as measured by TELPAS. **Root Cause:** Bilingual students do not have enough practice in listening, speaking, reading, and writing in English.

School Culture and Climate

Problem Statement 6: During distance learning in Spring 2020, 38% of students participated rarely, or never. **Root Cause:** Lack of access to broadband internet access.

Curriculum, Instruction, and Assessment

Problem Statement 1: T-TESS shows that 0% of teachers scored accomplished or distinguised in the ability to differentiate instruction. **Root Cause:** Lack of knowledge about blended and personalized learning.

Technology

Problem Statement 1: There are zero schoolwide site licenses for technology applications. **Root Cause:** Funds have not been allocated for these purchases.

Problem Statement 2: At least 25% of all students will learn in a completely virtual environment and 0% of teachers and leaders have experience in leading a fully virtual classroom. **Root Cause:** Lack of experience with virtual teaching and learning.

Performance Objective 2: Dowling student attendance rate will increase from 91.7% in March 2020 to 95% by May 2021.

Evaluation Data Sources: Attendance data

Summative Evaluation: None

Strategy 1: Teachers will make daily contact with parents when a scholar is absent and document the contact.

Strategy's Expected Result/Impact: Parents/guardians will have an increased awareness of the importance of attendance.

Staff Responsible for Monitoring: Attendance Clerk/Registrar

Title I Schoolwide Elements: 2.6

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Problem Statements:
Demographics 1
School Culture and Climate 4
Parent and Community Engagement 1

Funding Sources:
None

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Strategy 2: Weekly recognition for classes and scholars with perfect attendance.

Strategy's Expected Result/Impact: Increase in daily attendance.

Staff Responsible for Monitoring: Attendance Clerk / Registrar
Principal

Title I Schoolwide Elements: 2.6

TEA Priorities: Improve low-performing schools

ESF Levers: None

Problem Statements:
Demographics 1

Funding Sources:
Prizes for weekly perfect attendance awards. Title One School-wide $5,000

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Strategy 3: The principal will contact a parent/guardian when a scholar reaches 7 absences and for each absence thereafter. The call will be logged in Eduphoria and a growth plan will be implemented where parents have to meet with the principal each grading period to monitor attendance.

Strategy's Expected Result/Impact: Parents / guardians will feel supported and be offered resources if needed. Attendance will improve.

Staff Responsible for Monitoring: Attendance Clerk
Principal

Title I Schoolwide Elements: 2.6

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Problem Statements:
Demographics 1
School Culture and Climate 4
Parent and Community Engagement 1

Funding Sources:
None

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 No Progress Accomplished Continue/Modify Discontinue

Demographics

Problem Statement 1: Student attendance rate. 91.7%, is below the state and district percentages, **Root Cause:** Families do not understand the importance of school attendance,

School Culture and Climate

Problem Statement 4: Parent Involvement is poor; 50% of families never meet with their child's teacher during the year. 67% of teachers surveyed responded that it is somewhat challenging to communicate with the families of students. **Root Cause:** There is not consistent communication between home and school.

Parent and Community Engagement

Problem Statement 1: 59% of parents are not engaged. **Root Cause:** No consistent system for reaching out to parents. Lack of opportunities to engage families.

Performance Objective 3: Dowling will establish and maintain strong partnerships with parents, community members, and businesses.

Evaluation Data Sources: Parent Survey Responses, Community Partnership documentation

Summative Evaluation: None

Strategy 1: The Campus Improvement Team will include two parents, two community members, and two business representatives who will meet with the team a minimum of three times a year.

Strategy's Expected Result/Impact: CIT will be aligned with mandated representation.

Staff Responsible for Monitoring: Principal
CIT

Title I Schoolwide Elements: None

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Problem Statements:
School Culture and Climate 5
Parent and Community Engagement 1, 2

Funding Sources:
None

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Strategy 2: Weekly teacher/grade-level newsletters will be provided digitally and sent via Class Dojo and posted on teacher websites. Monthly campus newsletters will be published via Smore.

Strategy's Expected Result/Impact: Parents will have timely information about school activities and weekly learning objectives.

Staff Responsible for Monitoring: Principal
Assistant Principal
Teachers

Title I Schoolwide Elements: None

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Problem Statements:
School Culture and Climate 4
Parent and Community Engagement 1

Funding Sources:
None

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Strategy 3: Three new relationships with community partners will be established to help support the needs of Dowling.

Strategy's Expected Result/Impact: Increase in community involvement at Dowling from two to five partners.

Staff Responsible for Monitoring: ILT

Title I Schoolwide Elements: None

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Problem Statements:
Parent and Community Engagement 2

Funding Sources:
None

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Strategy 4: Quarterly Virtual Coffee and Conversations with the Principal will be held to build strong relationships with parents. Sessions will be available in English and Spanish.

Strategy's Expected Result/Impact: Increase in parent/guardian involvement in school. Parent survey in the spring of 2021 will indicate the majority of Dowling parents have had a positive experience with the campus. Parent input will be gathered for the Title I Parent and Family Engagement Policy.

Staff Responsible for Monitoring: Principal
Assistant Principal

Title I Schoolwide Elements: 3.1, 3.2

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Problem Statements:
School Culture and Climate 4
Parent and Community Engagement 1

Funding Sources:
None

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Strategy 5: The Campus Improvement Team (CIT) will begin working on the campus core values, vision, and mission in the fall of 2020. In the Spring of 2021, the CIT will solicit input and feedback from all staff, parents, and students. By May 2021, the Dowling core values, mission, and vision will be published.

Strategy's Expected Result/Impact: All stakeholders will have input in developing core values, a common mission and vision to guide the work of the campus in the years to come.

Staff Responsible for Monitoring: CIT

Title I Schoolwide Elements: None

TEA Priorities: None

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture

Problem Statements:
School Culture and Climate 7

Funding Sources:
None

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

School Culture and Climate

Problem Statement 4: Parent Involvement is poor; 50% of families never meet with their child's teacher during the year. 67% of teachers surveyed responded that it is somewhat challenging to communicate with the families of students. **Root Cause:** There is not consistent communication between home and school.

Problem Statement 5: Campus Improvement Team does not meet the district membership requirements. **Root Cause:** Lack of parental, community, and business owner representation.

Problem Statement 7: Staff perceptions of the campus score low compared to other elementary campuses. Feedback and Coaching scored 40% compared to 71% for other elementaries. School climate scored 44% compared to 79% for all elementary campuses. Professional Learning scored 52% compared to 73% for elementaries. And School Leadership scored 78% compared to 84% for elementary campuses. **Root Cause:** There is no campus plan for school culture in place.

Parent and Community Engagement

Problem Statement 1: 59% of parents are not engaged. **Root Cause:** No consistent system for reaching out to parents. Lack of opportunities to engage families.

Problem Statement 2: Zero percent of Community Partners are not engaged. **Root Cause:** Community Partners are not informed of campus needs and asked to be involved in the campus.

Performance Objective 4: Dowling will provide and promote a safe climate that is conducive to learning.

Evaluation Data Sources: Referral data; student, teacher, and parent survey results

Summative Evaluation: None

Strategy 1: Conscious Discipline training will occur through a combination of online modules and a book study.

Strategy's Expected Result/Impact: All staff will be trained in Conscious Discipline and utilize it daily to meet the social-emotional needs of scholars. Students will feel safe at school and be able to regulate their emotions.

Staff Responsible for Monitoring: Principal
Assistant Principal
Counselor

Title I Schoolwide Elements: 2.6

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture

Problem Statements:
School Culture and Climate 1, 8

Funding Sources:
Conscious Discipline eCourse Workbooks Title One School-wide $720
Conscious Discipline Classroom Resources Title One School-wide $12,000
Consicous Discipline Books Title One School-wide $1,400
Conscious Discipline eCourse Title One School-wide $979

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Strategy 2: CHAMPS will be used in all common areas and classrooms to organize learning for scholar success. Staff will be trained in CHAMPS during August and display their CHAMPS chart in their classrooms. CHAMPS charts will be used by teachers during each lesson and transition.

Strategy's Expected Result/Impact: Scholars will be orderly, responsive, engaged, and motivated.

Staff Responsible for Monitoring: Principal
Assistant Principal
Instructional Specialists
Teachers

Title I Schoolwide Elements: 2.5, 2.6

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Problem Statements:
School Culture and Climate 2

Funding Sources:
None

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Strategy 3: The counselor will provide lessons on preventing bullying, including cyber-bullying, to all scholars a minimum of twice a year.

Strategy's Expected Result/Impact: Scholars will recognize bullying behaviors and strategies for prevention. All scholars will know how to find help from an adult if they are being bullied.

Staff Responsible for Monitoring: Counselor
Principal
Assistant Principal
Teachers

Title I Schoolwide Elements: 2.6

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Problem Statements:
School Culture and Climate 8

Funding Sources:
None

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Strategy 4: The counselor will provide monthly guidance lessons to all classes.

Strategy's Expected Result/Impact: Scholars will develop social-emotional skills and learn to self-regulate their emotions.

Staff Responsible for Monitoring: Counselor
Principal
Assistant Principal
Teachers

Title I Schoolwide Elements: 2.6

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Problem Statements:
School Culture and Climate 8

Funding Sources:
None

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Strategy 5: Parent education meetings will be held virtually for the purpose of educating parents on Conscious Discipline and bullying prevention.

Strategy's Expected Result/Impact: Increased parent engagement and partnership.

Staff Responsible for Monitoring: Principal
Counselor

Title I Schoolwide Elements: 3.2

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Problem Statements:
School Culture and Climate 1, 4
Parent and Community Engagement 1

Funding Sources:
None

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Strategy 6: Dowling with work with the ECISD Maintenance department to securely fence the campus perimeter to prevent non-ECISD employees or students access to the campus during the school day. Inside, two sets of doors will be installed in the entrance to eliminate any possibility of a person entering an area other than the front office once they are "buzzed" in through the front doors.

Strategy's Expected Result/Impact: Increased safety and security of the campus.

Staff Responsible for Monitoring: Principal

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: Lever 1: Strong School Leadership and Planning

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Strategy 7: A campus discipline committee will be formed and meet at least quarterly to examine campus CHAMPS protocols, Conscious Discipline implementation, and student discipline data. The committee will make recommendations for changes, and educate the staff.

Strategy's Expected Result/Impact: Staff input in campus culture and procedures. A decrease in the number of student discipline issues.

Staff Responsible for Monitoring: Principal
Assistant Principal
Counselor

Title I Schoolwide Elements: 2.6

Problem Statements: School Culture and Climate 1, 2

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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Strategy 8: All Dowling staff will participate in the district's equity training. Articles on equity will be embedded in the campus weekly bulletin at least monthly.

Strategy's Expected Result/Impact: Discipline referrals, OSS, and ISS placements will reflect equity among student groups. Teachers will work to examine their biases and how they affect students.

Staff Responsible for Monitoring: Principal

Title I Schoolwide Elements: 2.6

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Problem Statements:
School Culture and Climate 3

Funding Sources:
None

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 No Progress Accomplished Continue/Modify Discontinue

School Culture and Climate

Problem Statement 1: Conscious Discipline is not fully implemented in all classrooms. **Root Cause:** Lack of ongoing training.

Problem Statement 2: CHAMPS expectations are not consistently taught and enforced. **Root Cause:** Inadequate follow through from administration and staff.

Problem Statement 3: There is inequity in the number of ISS and OSS placements assigned to African American students at Dowling. **Root Cause:** Lack of equity for student groups.

Problem Statement 4: Parent Involvement is poor; 50% of families never meet with their child's teacher during the year. 67% of teachers surveyed responded that it is somewhat challenging to communicate with the families of students. **Root Cause:** There is not consistent communication between home and school.

Problem Statement 8: Fifty-two percent of students surveyed believe it is difficult to find help from an adult if they are being bullied. **Root Cause:** Strong relationships between staff and students are lacking.

Parent and Community Engagement

Problem Statement 1: 59% of parents are not engaged. **Root Cause:** No consistent system for reaching out to parents. Lack of opportunities to engage families.

Performance Objective 5: The leadership team will develop a comprehensive communication plan based on the priorities identified in Dowling's Campus Improvement Plan and ECISD's Strategic Plan, The Future is Now.

Strategy 1: A communication plan including, but not limited to social media, campus newsletters, parent meetings/training, newspaper articles, parent-link calls and emails, and mailouts will be developed and implemented no later than September 2020.

Strategy's Expected Result/Impact: Increase in parent and community engagement. Weekly highlights of the positive things happening on campus.

Staff Responsible for Monitoring: ILT
CIT

Title I Schoolwide Elements: None

TEA Priorities: None

ESF Levers: Lever 3: Positive School Culture

Problem Statements:
School Culture and Climate 4
Parent and Community Engagement 1, 2

Funding Sources:
None

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

School Culture and Climate

Problem Statement 4: Parent Involvement is poor; 50% of families never meet with their child's teacher during the year. 67% of teachers surveyed responded that it is somewhat challenging to communicate with the families of students. **Root Cause:** There is not consistent communication between home and school.

Parent and Community Engagement

Problem Statement 1: 59% of parents are not engaged. **Root Cause:** No consistent system for reaching out to parents. Lack of opportunities to engage families.

Problem Statement 2: Zero percent of Community Partners are not engaged. **Root Cause:** Community Partners are not informed of campus needs and asked to be involved in the campus.

Performance Objective 6: The Campus Improvement Team will create a long-range improvement plan for expenditures by May, 2021.

Evaluation Data Sources: Long-range budgeting plan

Summative Evaluation: None

Strategy 1: The Campus Improvement team will study the budget in the fall quarter. In the winter quarter, the team will make recommendations for the next two year's budgets using input from staff members. They will take these recommendations back to the staff to gather input. In the spring quarter, the team will finalize and make final recommendations. The recommendations will be shared with all staff and used as a guide for future spending.

Strategy's Expected Result/Impact: Staff input and buy-in about campus priorities.

Staff Responsible for Monitoring: Campus Improvement Team
Principal

Title I Schoolwide Elements: None

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture

Problem Statements:
School Culture and Climate 7

Funding Sources:
None

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

School Culture and Climate

Problem Statement 7: Staff perceptions of the campus score low compared to other elementary campuses. Feedback and Coaching scored 40% compared to 71% for other elementaries. School climate scored 44% compared to 79% for all elementary campuses. Professional Learning scored 52% compared to 73% for elementaries. And School Leadership scored 78% compared to 84% for elementary campuses. **Root Cause:** There is no campus plan for school culture in place.

Performance Objective 7: Dowling will provide the environment conducive to all educational needs in conjunction with the development of a Long-Range Facilities Plan that will move the campus forward in the future.

Evaluation Data Sources: Long-Range Facilities Plan developed by the CIT

Summative Evaluation: None

Strategy 1: Ensure long-range preventive maintenance practices are in place.

Strategy's Expected Result/Impact: Proper preventive maintenance measures will increase equipment life and save on energy costs associated with running equipment.

Staff Responsible for Monitoring: Principal
Head Custodian

Title I Schoolwide Elements: 2.6

TEA Priorities: None

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Problem Statements:
School Culture and Climate 9

Funding Sources:
None

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Strategy 2: Dowling will participate in Universal Free Feeding where all students will receive breakfast and lunch at no charge.

Strategy's Expected Result/Impact: All scholars will have access to breakfast and lunch daily.

Staff Responsible for Monitoring: Cafeteria Manager

Title I Schoolwide Elements: 2.6

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Problem Statements: None

Funding Sources:
None

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 No Progress Accomplished Continue/Modify Discontinue

School Culture and Climate

Problem Statement 9: Dowling is in need of many repairs and/or updates to the facility and grounds. **Root Cause:** There has been no plan in place to keep the building up-to-date and in good repair.

Performance Objective 8: ECISD will provide differentiated processes for academically priority campuses such as Dowling.

Evaluation Data Sources: Work Order history

Summative Evaluation: None

Strategy 1: All strategies take precedence for academically priority campuses such as Dowling. The most fragile learning environments receive priority in timing.

Strategy's Expected Result/Impact: Work orders and campus requests with poor academic performance will be pushed to the front of the line to ensure these issues are remedied quickly.

Staff Responsible for Monitoring: Principal

Title I Schoolwide Elements: 2.6

TEA Priorities: None

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Problem Statements:
School Culture and Climate 9

Funding Sources:
None

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Strategy 2: Plan and implement effective transitions for Pre-K to Kindergarten, and 5th -grade to Middle School in order to maintain academic learning and support the social-emotional learning of students.

Strategy's Expected Result/Impact: The expected result is to support students before, during and after a transition.

Staff Responsible for Monitoring: Principal
AVID Site Team

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Problem Statements:
Demographics 1
Parent and Community Engagement 1

Funding Sources:
None

Formative
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Summative
May

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Demographics

Problem Statement 1: Student attendance rate. 91.7%, is below the state and district percentages, **Root Cause:** Families do not understand the importance of school attendance,

School Culture and Climate

Problem Statement 9: Dowling is in need of many repairs and/or updates to the facility and grounds. **Root Cause:** There has been no plan in place to keep the building up-to-date and in good repair.

Parent and Community Engagement

Problem Statement 1: 59% of parents are not engaged. **Root Cause:** No consistent system for reaching out to parents. Lack of opportunities to engage families.

Performance Objective 9: Dowling will embed technology for any time, anywhere teaching and learning.

Strategy 1: Dowling will utilize technology resources that will enable students, teachers, and leaders to implement and monitor personalized learning for all, including the following:
Learning Management System (LMS)
Adaptive Technology

Strategy's Expected Result/Impact: Increase percent of students working on grade level in reading and math by 10% as reported on the Imagine Learning Platform. 100% of all scholars will show a year of growth in reading and math as measured by MAP testing.

Staff Responsible for Monitoring: Principal, Assistant Principal, Teachers, Instructional Specialists

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements:
Student Achievement 1, 4, 5
School Culture and Climate 6
Curriculum, Instruction, and Assessment 1

Funding Sources:
None

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Student Achievement

Problem Statement 1: STAAR Performance Data in all grades all subjects (55% approaches) lags behind the district (63% approaches) and state measures (78% approaches) . **Root Cause:** Students entering third-grade are below grade level in math and reading compared to their peers across the district and state.

Problem Statement 4: Average student reading levels in Spanish and English across all grade levels are lower than the recommended Lexile levels. Kindergarten average Lexile did not measure and is 230L below recommended lexile level. First-grade average lexile level was 95L in English and 90L in Spanish compared to the 530L recommended in English and Spanish. Second grade English was 365L and Spanish 510 L compared to the recommendation of 650L. Third grade average scores were 545L in English and 510L in Spanish compared to the 820L recommended score. Fourth grade average score was 730L compared to the recommendation of 940L. And fifth-grade was 850L compared to 1010L recommended. **Root Cause:** Reading instruction is not provided at the depth and complexity of the TEKS.

Problem Statement 5: Less than a fourth, 23%, of all bilingual students are showing increased English proficiency as measured by TELPAS. **Root Cause:** Bilingual students do not have enough practice in listening, speaking, reading, and writing in English.

School Culture and Climate

Problem Statement 6: During distance learning in Spring 2020, 38% of students participated rarely, or never. **Root Cause:** Lack of access to broadband internet access.

Curriculum, Instruction, and Assessment

Problem Statement 1: T-TESS shows that 0% of teachers scored accomplished or distinguised in the ability to differentiate instruction. **Root Cause:** Lack of knowledge about blended and personalized learning.

Performance Objective 10: Dowling will build a campus-wide awareness and commitment to develop, implement, and integrate SEL initiatives campuswide.

Strategy 1: Dowling will continue to use the Conscious Discipline curriculum to meet the needs of all scholars.

Strategy's Expected Result/Impact: All staff members will understand the impact of SEL and will be critical partners understanding the importance of implementing social- emotional-cultural learning.

Staff Responsible for Monitoring: Principal
Assistant Principal
Counselor

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture

Problem Statements:
School Culture and Climate 1

Funding Sources:
None

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

School Culture and Climate

Problem Statement 1: Conscious Discipline is not fully implemented in all classrooms. **Root Cause:** Lack of ongoing training.

Performance Objective 11: Dowling will provide and safe and supportive school environment.

Strategy 1: Awareness training for staff, students, and parents will be provided in the area of sexual abuse and other maltreatment of children.
All new staff will be trained during the required new employee training on Darkness to Light,/Stewards of Child prevention program. Counselors will train all staff during on-campus professional development on prevention and reporting requirements. Required child abuse awareness posters for students will be displayed on all campuses.

Strategy's Expected Result/Impact: Increased ability of staff and students to recognize and report signs of abuse.

Staff Responsible for Monitoring: Counselor
Principal

Title I Schoolwide Elements: 2.4

Problem Statements: None

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

Funding Sources:
None

ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture

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Strategy 2: Suicide Prevention education and support for staff and students will be offered through Professional School Counselors and SAS Counselors. Counselors will collaborate with ECISD police as needed.
All School and SAS counselors will be trained yearly in ECISD crisis response procedures. All campus staff will be trained yearly during campus professional development concerning ECISD suicide prevention response procedures.

Strategy's Expected Result/Impact: 100% of all campus staff will be trained in suicide prevention. Age-appropriate training will be provided to students.

Staff Responsible for Monitoring: Counselor
Principal
Assistant Principal

Title I Schoolwide Elements: 2.4, 2.6

Problem Statements:
School Culture and Climate 8

TEA Priorities: Recruit, support, retain teachers and principals

Funding Sources:
None

ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture

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Strategy 3: Conflict Resolution and violence prevention programs will be offered. The school and SAS counselors will be trained yearly in conflict resolution methods.

Strategy's Expected Result/Impact: 100% of counselors will be trained in conflict resolution methods.

Staff Responsible for Monitoring: Counselor
Principal

Title I Schoolwide Elements: 2.4

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Problem Statements:
School Culture and Climate 8

Funding Sources:
None

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Strategy 4: The ECISD comprehensive Guidance and Counseling curriculum will continue to be implemented in K-5 to implement lessons that will include child abuse, bullying, conflict resolution, substance abuse, self-efficacy, decision making, behavior, and other social-emotional topics.

Strategy's Expected Result/Impact: All students will have regular access to the guidance curriculum.

Staff Responsible for Monitoring: Counselor
Principal

Title I Schoolwide Elements: 2.4

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Problem Statements: None

Funding Sources:
None

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Strategy 5:
The Dowling Student Assistance Services Counselor will provide trauma-informed counseling services to address the social-emotional needs of at-risk students.

Strategy's Expected Result/Impact: Increased knowledge of student's social-emotional skills, reduced behavior problems, and increased attendance and academic achievement.

Staff Responsible for Monitoring: SAS Counselor
Principal
Assistant Principal

Title I Schoolwide Elements: 2.4, 2.6

Problem Statements: None

TEA Priorities: Improve low-performing schools

Funding Sources:
None

ESF Levers: Lever 3: Positive School Culture

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Strategy 6: Trauma-Informed, Resiliency, trauma-informed Behavior management plans and mental health awareness training will be prepared by SAS Counselors and presented to all administrators, counselors, and campus staff.

Strategy's Expected Result/Impact: Staff will be better able to respond to students' needs in a trauma-informed approach.

Staff Responsible for Monitoring: Principal
SAS Counselor

Title I Schoolwide Elements: 2.4, 2.5

Problem Statements: None

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

Funding Sources:
None

ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture

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Strategy 7: Dowling will follow the district's freedom from bullying policy and procedures which includes how to prevent, identify, respond to, and report bullying.
Administrators will follow all legal requirements pertaining to incidents of bullying.
The School Counselor will provide guidance lessons or implement programs to include bullying prevention.

Strategy's Expected Result/Impact: Administrators and the counselor will have awareness, recognition, and appropriate response regarding Bullying and will properly identify and will follow the district policy and procedures regarding bullying.

100% of students will feel like they can get help from an adult if needed.

Staff Responsible for Monitoring: Principal
Assistant Principal
Counselor

Title I Schoolwide Elements: 2.5, 2.6

TEA Priorities: None

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Problem Statements:
School Culture and Climate 8

Funding Sources:
None

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

School Culture and Climate

Problem Statement 8: Fifty-two percent of students surveyed believe it is difficult to find help from an adult if they are being bullied. **Root Cause:** Strong relationships between staff and students are lacking.

Goal 2: Invest in Talent: Dowling Elementary will recruit, develop, and retain highly-effective individuals who are invested in looking at tomorrow to inform their practices today.

Performance Objective 1: Dowling staff will refine the culture of student-centered decision making and develop a common understanding of quality instructional practices.

Evaluation Data Sources: Book Study Responses on Google Classroom; Teacher survey responses

Summative Evaluation: None

Strategy 1: Dowling staff will participate in a book study on school culture using the book Culturize.

Strategy's Expected Result/Impact: Staff will understand what it takes to cultivate a community of learners who embody the innately human traits our world desperately needs, such as kindness, honesty, and compassion,

Staff Responsible for Monitoring: Principal
Assistant Principal

Title I Schoolwide Elements: 2.6

Problem Statements: None

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

Funding Sources:
Culturize Book Title One School-wide $950

ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture

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Strategy 2: The observation-feedback protocol will be implemented to support all teachers' classroom instruction.

Strategy's Expected Result/Impact: A common understanding of quality instructional practices will be established.

Staff Responsible for Monitoring: Principal
Assistant Principal
Instructional Specialists

Title I Schoolwide Elements: 2.5

Problem Statements:
Student Achievement 1, 4, 5
School Culture and Climate 1, 2, 6, 7
Staff Quality, Recruitment, and Retention 1
Curriculum, Instruction, and Assessment 1, 2

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

Funding Sources:
None

ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction

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Strategy 3: Campus GT program teachers will provide professional learning and follow-up support on using Depth and Complexity in the classroom.

Strategy's Expected Result/Impact: All teachers will begin implementing Depth and Complexity through daily lesson planning.

Staff Responsible for Monitoring: GT teachers
Principal
Assistant Principal
Instructional Specialists

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements:
Demographics 2
Student Achievement 1

Funding Sources:
None

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Strategy 4: All teachers will post daily objectives for each subject and review them at the beginning and end of each lesson.

Strategy's Expected Result/Impact: Scholars will know what they are expected to learn during the lesson and be able to evaluate their learning at the end of each lesson.

Staff Responsible for Monitoring: Teachers
Instructional Specialists
Principal
Assistant Principal

Title I Schoolwide Elements: None

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: None

Problem Statements: None

Funding Sources:
None

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Strategy 5: Teachers will plan for daily formative assessment and include this in the lesson plans.

Strategy's Expected Result/Impact: Teachers will know which students need a small group or individual intervention/re-teach to provide an opportunity to master content.

Staff Responsible for Monitoring: Teachers
Principal
Assistant Principal

Title I Schoolwide Elements: 2.5, 2.6

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction

Problem Statements:
Curriculum, Instruction, and Assessment 1

Funding Sources:
None

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Demographics

Problem Statement 2: The number of GT students has remained constant even with an increase in enrollment. **Root Cause:** The campus is not identifying students for the GT program.

Student Achievement

Problem Statement 1: STAAR Performance Data in all grades all subjects (55% approaches) lags behind the district (63% approaches) and state measures (78% approaches) . **Root Cause:** Students entering third-grade are below grade level in math and reading compared to their peers across the district and state.

Problem Statement 4: Average student reading levels in Spanish and English across all grade levels are lower than the recommended Lexile levels. Kindergarten average Lexile did not measure and is 230L below recommended lexile level. First-grade average lexile level was 95L in English and 90L in Spanish compared to the 530L recommended in English and Spanish. Second grade English was 365L and Spanish 510 L compared to the recommendation of 650L. Third grade average scores were 545L in English and 510L in Spanish compared to the 820L recommended score. Fourth grade average score was 730L compared to the recommendation of 940L. And fifth-grade was 850L compared to 1010L recommended. **Root Cause:** Reading instruction is not provided at the depth and complexity of the TEKS.

Problem Statement 5: Less than a fourth, 23%, of all bilingual students are showing increased English proficiency as measured by TELPAS. **Root Cause:** Bilingual students do not have enough practice in listening, speaking, reading, and writing in English.

School Culture and Climate

Problem Statement 1: Conscious Discipline is not fully implemented in all classrooms. **Root Cause:** Lack of ongoing training.

Problem Statement 2: CHAMPS expectations are not consistently taught and enforced. **Root Cause:** Inadequate follow through from administration and staff.

Problem Statement 6: During distance learning in Spring 2020, 38% of students participated rarely, or never. **Root Cause:** Lack of access to broadband internet access.

Problem Statement 7: Staff perceptions of the campus score low compared to other elementary campuses. Feedback and Coaching scored 40% compared to 71% for other elementaries. School climate scored 44% compared to 79% for all elementary campuses. Professional Learning scored 52% compared to 73% for elementaries. And School Leadership scored 78% compared to 84% for elementary campuses. **Root Cause:** There is no campus plan for school culture in place.

Staff Quality, Recruitment, and Retention

Problem Statement 1: There is no formal plan for supporting first through third year teachers. **Root Cause:** A plan has not been developed and implemented.

Curriculum, Instruction, and Assessment

Problem Statement 1: T-TESS shows that 0% of teachers scored accomplished or distinguised in the ability to differentiate instruction. **Root Cause:** Lack of knowledge about blended and personalized learning.

Problem Statement 2: T-TESS shows that only 4% of teachers scored above proficient in planning engaging, flexible lessons that encourage higher-order thinking, persistence, and achievement. **Root Cause:** Dowling is not a schoolwide AVID campus.

Performance Objective 2: In 2020-2021, Dowling will offer a job-embedded, personalized professional learning system for teachers and administrators.

Evaluation Data Sources: PD yearly plan

Summative Evaluation: None

Strategy 1: Dowling will provide professional development opportunities that focus on Data-Driven Instruction (DDI), Observation-Feedback Protocols, Advancement Via Individual Determination (AVID), Blended Learning, Depth and Complexity, Conscious Discipline, and CHAMPS.

Strategy's Expected Result/Impact: Classroom walkthroughs and lesson plans will show evidence of DDI, AVID, and Blended Learning components.

Staff Responsible for Monitoring: Principal
Assistant Principal
Instructional Specialists
Teachers

Title I Schoolwide Elements: None

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements:
School Culture and Climate 7
Curriculum, Instruction, and Assessment 1, 2

Funding Sources:
AVID training Title One School-wide $10,000
Blended Learning in Action Book Title One School-wide $980

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Strategy 2: Support for first-third year teachers will include a bi-monthly PLC focused on the Get Better Faster scope and sequence and best practices of classroom instruction found in Teach Like a Champion. This work will be led by the ILT. Follow up observation-feedback meetings will occur on a weekly basis to coach and support teachers in providing quality face-to-face and virtual instruction.

Strategy's Expected Result/Impact: Panorama survey will indicate teachers feel supported and receive quality feedback on their teaching practices. Quality instruction will help to increase the percentage of students performing at, or above, grade-level.

Staff Responsible for Monitoring: Principal
Assistant Principal
Instructional Specialists

Title I Schoolwide Elements: 2.4, 2.6

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements:
School Culture and Climate 7
Staff Quality, Recruitment, and Retention 1

Funding Sources:
Teach Like a Champion Books and digital curriculum Title One School-wide $850

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Strategy 3: Each campus administrator will conduct a minimum of five documented walkthroughs and observation/feedback meetings per week.

Strategy's Expected Result/Impact: All teachers will receive timely feedback and coaching to improve teaching and learning.

Staff Responsible for Monitoring: Principal
Assistant Principal

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers

Problem Statements:
Student Achievement 4
School Culture and Climate 1, 2
Curriculum, Instruction, and Assessment 2

Funding Sources:
None

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Strategy 4: Dowling Instructional Leadership Team will focus on retaining staff through intentional and personalized support and professional learning.

Strategy's Expected Result/Impact: Increased staff retention and improved employee effectiveness.

Staff Responsible for Monitoring: Principal
Assistant Principal
Instructional Specialists

Title I Schoolwide Elements: 2.4, 2.6

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture

Problem Statements:
School Culture and Climate 7

Funding Sources:
None

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Strategy 5: Dowling will implement the ECISD Mentor Program that supports and engages new staff.

Strategy's Expected Result/Impact: Improved staff retention and improved employee effectiveness.

Staff Responsible for Monitoring: Principal
Assistant Principal
Mentor Teachers

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture

Problem Statements:
School Culture and Climate 7
Staff Quality, Recruitment, and Retention 1

Funding Sources:
None

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Strategy 6: Campus administrators and Instructional Specialists will effectively communicate observation feedback and coaching for instructional staff.

Strategy's Expected Result/Impact: Improve student outcomes; improve staff retention; improve employee effectiveness

Staff Responsible for Monitoring: Principal
Assistant Principal
Instructional Specialists

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Problem Statements:
School Culture and Climate 7
Staff Quality, Recruitment, and Retention 1
Curriculum, Instruction, and Assessment 2

Funding Sources:
None

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Student Achievement

Problem Statement 4: Average student reading levels in Spanish and English across all grade levels are lower than the recommended Lexile levels. Kindergarten average Lexile did not measure and is 230L below recommended lexile level. First-grade average lexile level was 95L in English and 90L in Spanish compared to the 530L recommended in English and Spanish. Second grade English was 365L and Spanish 510 L compared to the recommendation of 650L. Third grade average scores were 545L in English and 510L in Spanish compared to the 820L recommended score. Fourth grade average score was 730L compared to the recommendation of 940L. And fifth-grade was 850L compared to 1010L recommended. **Root Cause:** Reading instruction is not provided at the depth and complexity of the TEKS.

School Culture and Climate

Problem Statement 1: Conscious Discipline is not fully implemented in all classrooms. **Root Cause:** Lack of ongoing training.

Problem Statement 2: CHAMPS expectations are not consistently taught and enforced. **Root Cause:** Inadequate follow through from administration and staff.

Problem Statement 7: Staff perceptions of the campus score low compared to other elementary campuses. Feedback and Coaching scored 40% compared to 71% for other elementaries. School climate scored 44% compared to 79% for all elementary campuses. Professional Learning scored 52% compared to 73% for elementaries. And School Leadership scored 78% compared to 84% for elementary campuses. **Root Cause:** There is no campus plan for school culture in place.

Staff Quality, Recruitment, and Retention

Problem Statement 1: There is no formal plan for supporting first through third year teachers. **Root Cause:** A plan has not been developed and implemented.

Curriculum, Instruction, and Assessment

Problem Statement 1: T-TESS shows that 0% of teachers scored accomplished or distinguised in the ability to differentiate instruction. **Root Cause:** Lack of knowledge about blended and personalized learning.

Problem Statement 2: T-TESS shows that only 4% of teachers scored above proficient in planning engaging, flexible lessons that encourage higher-order thinking, persistence, and achievement. **Root Cause:** Dowling is not a schoolwide AVID campus.

Performance Objective 3: The ILT will provide a positive culture for all staff and scholars.

Evaluation Data Sources: Staff Surveys; Student surveys; parent surveys; discipline referral data

Summative Evaluation: None

Strategy 1: Clear expectations for routines will be developed, published in the "Dowling Culture Playbook", taught, and reinforced.

Strategy's Expected Result/Impact: All stakeholders will know and follow expectations set forth in the Culture Playbook. Discipline referral data will reflect more students are on task during arrival, dismissal, hallway transitions, lunch, virtual classrooms, assemblies, and beginning of face-to-face instruction.

Staff Responsible for Monitoring: ILT
Teachers

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture

Problem Statements:
School Culture and Climate 7

Funding Sources:
None

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Strategy 2: The Campus Improvement Team in partnership with the Maintenance Department and community partners will work to improve and maintain the physical environment of the campus.

Strategy's Expected Result/Impact: Staff, scholars, and parents will have pride in the campus which will lead to an increase in positive feelings towards school and an increase in achievement. Staff, parent, and scholar surveys will indicate pride in the campus.

Staff Responsible for Monitoring: CIT
Principal

Title I Schoolwide Elements: None

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Problem Statements:
School Culture and Climate 7
Parent and Community Engagement 2

Funding Sources:
None

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0% No Progress 100% Accomplished Continue/Modify Discontinue

Problem Statement 7: Staff perceptions of the campus score low compared to other elementary campuses. Feedback and Coaching scored 40% compared to 71% for other elementaries. School climate scored 44% compared to 79% for all elementary campuses. Professional Learning scored 52% compared to 73% for elementaries. And School Leadership scored 78% compared to 84% for elementary campuses. **Root Cause:** There is no campus plan for school culture in place.

Parent and Community Engagement

Problem Statement 2: Zero percent of Community Partners are not engaged. **Root Cause:** Community Partners are not informed of campus needs and asked to be involved in the campus.

Performance Objective 4: The campus teacher retention rate will increase from 78% to 85%.

Evaluation Data Sources: Teacher retention data.

Summative Evaluation: None

Strategy 1: A campus culture plan will be developed and put into place by August 2020.

Strategy's Expected Result/Impact: Staff will feel supported and valued.

Staff Responsible for Monitoring: Principal
Assistant Principal
Instructional Specialists

Title I Schoolwide Elements: None

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Effective, Well-Supported Teachers

Problem Statements:
School Culture and Climate 7

Funding Sources:
None

Formative	Summative
Oct	
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Mar	May

Strategy 2: 100% of Dowling teachers will receive targeted Observation Feedback.

Strategy's Expected Result/Impact: Supported Teachers; Relevant Feedback;

Staff Responsible for Monitoring: Principal
Assistant Principal
Instructional Specialists

Title I Schoolwide Elements: None

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers

Problem Statements:
School Culture and Climate 7

Funding Sources:
None

Formative	Summative
Oct	
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Mar	May

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

School Culture and Climate

Problem Statement 7: Staff perceptions of the campus score low compared to other elementary campuses. Feedback and Coaching scored 40% compared to 71% for other elementaries. School climate scored 44% compared to 79% for all elementary campuses. Professional Learning scored 52% compared to 73% for elementaries. And School Leadership scored 78% compared to 84% for elementary campuses. **Root Cause:** There is no campus plan for school culture in place.

Goal 3: Learning Journey: Dowling Elementary will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. Dowling Elementary will equip students to be adaptable in an ever-changing society.

Performance Objective 1: Students achieving the Meets Standard on the state assessments in Reading will increase from 21% to 28%. Students achieving the Masters Standard on the state assessments in Reading will increase from 5% to 10% by May 2021.

Evaluation Data Sources: STAAR test

Summative Evaluation: None

Strategy 1: The campus will implement a consistent process to disaggregate data and monitor data through Professional Learning Communities (PLCs).

Strategy's Expected Result/Impact: Lesson plans will reflect data-driven lessons/instruction.
Teachers will script and practice the reteach lesson during PLCs.

Staff Responsible for Monitoring: Teachers, Principal, Assistant Principal, Instructional Specialists

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction

Problem Statements:
Student Achievement 1, 4

Funding Sources:
None

Formative	Summative
Oct	May
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Mar	

Strategy 2: Instructional Specialists will provide targeted support for reading instruction, focusing on guided reading in K-2.

Strategy's Expected Result/Impact: All teachers will provide high-quality ELAR instruction leading to a year of growth for all scholars.

Staff Responsible for Monitoring: Instructional Specialists
Teachers

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction

Problem Statements:
Student Achievement 1, 4

Funding Sources:
None

Formative

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Strategy 3: Tier II students will receive support a minimum of 30 minutes 3-5 times weekly in groups of no larger than eight students for a minimum of eight weeks with bi-weekly progress monitoring. All Tier II support will be documented using the RTI process.

Strategy's Expected Result/Impact: Gaps in learning will close due to appropriate intervention and students will move to Tier I support after 8-12 weeks of intervention.

Staff Responsible for Monitoring: Teachers
Counselor
Principal

Title I Schoolwide Elements: 2.4, 2.6

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction

Problem Statements:
Student Achievement 1, 4

Funding Sources:
None

Formative

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Summative

May

Strategy 4: Tier III students will receive support a minimum of 45-120 minutes 5 times weekly in groups of no larger than three students for a minimum of eight weeks with weekly progress monitoring. All Tier II support will be documented using the RTI process.

Strategy's Expected Result/Impact: Gaps in learning will begin to close and the student will move to Tier II support after 8-12 weeks of intervention.

Staff Responsible for Monitoring: Teachers
Counselor
Principal

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: None

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

Funding Sources:
None

ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction

Formative
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Summative
May

Strategy 5: Students in kindergarten through grade five will use Imagine Learning weekly for the recommended number of minutes based on their MAP testing results.

Strategy's Expected Result/Impact: All students will grow at least one year in reading ability.

Staff Responsible for Monitoring: Teachers
Instructional Specialists
Principal
Assistant Principal

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements:
Student Achievement 1, 4, 5
Curriculum, Instruction, and Assessment 1

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

Funding Sources:
None

ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

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Strategy 6: All scholars K-5 will utilize the Accelerated Reading program. Goals will be set for individual students to work towards based on 30 minutes of daily reading.

Strategy's Expected Result/Impact: Scholars will read daily at school and at home in their Zone of Proximal Development. Scholars will test on their books as they finish reading. All scholars will grow a minimum of one year in reading.

Staff Responsible for Monitoring: Teachers
Librarian

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements:
Student Achievement 1, 4, 5
School Context and Organization 1

Funding Sources:
AR Program Title One School-wide $7,900

Formative
Oct
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Summative
May

Strategy 7: All scholars in grades 1-5 will set reading goals and track them in their Student Planner, AVID binder, student data folder/binder.

Strategy's Expected Result/Impact: All scholars will work towards improving their reading level and scores on formative assessments in reading. Teachers will monitor student progress towards goals and assist in goal setting.

Staff Responsible for Monitoring: Teachers

Title I Schoolwide Elements: 2.4, 2.6

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Problem Statements:
Student Achievement 1, 4
Curriculum, Instruction, and Assessment 2

Funding Sources:
None

Formative
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May

Strategy 8: A 30-minute school-wide time for silent reading will be established and followed daily by all scholars and staff.

Strategy's Expected Result/Impact: Increase in daily minutes that all students read self-selected books.

Staff Responsible for Monitoring: Principal
Assistant Principal

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: None

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

Funding Sources:
None

ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Formative
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Summative
May

Strategy 9: All teachers will have access to Lyrics 2 Learn and Flocabulary to use in planning personalized learning for reading.

Strategy's Expected Result/Impact: Teachers will use these online programs to meet the needs of all scholars.

Staff Responsible for Monitoring: Principal
Teachers

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: None

ESF Levers: None

Problem Statements:
Student Achievement 1, 4, 5
Curriculum, Instruction, and Assessment 1
Technology 1

Funding Sources:
Lyrics 2 Learn Online Program Title One School-wide $2,500
Flocabulary Online Program Title One School-wide $2,500

Formative
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May

Strategy 10: All scholars in grades 3-5 will conference with an administrator, counselor, or instructional specialist a minimum of twice per year about their progress towards achieving mastery on STAAR.

Strategy's Expected Result/Impact: Scholars will be able to explain their reading goals, progress towards those goals, and any support needed. Scholars will feel connected to another adult in the building other than their classroom teacher and will celebrate progress with this adult at least twice per year.

Staff Responsible for Monitoring: Administrators
Counselor
Instructional Specialist

Title I Schoolwide Elements: 2.4, 2.6

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Problem Statements:
Student Achievement 1, 4, 5

Funding Sources:
None

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Student Achievement

Problem Statement 1: STAAR Performance Data in all grades all subjects (55% approaches) lags behind the district (63% approaches) and state measures (78% approaches) . **Root Cause:** Students entering third-grade are below grade level in math and reading compared to their peers across the district and state.

Problem Statement 4: Average student reading levels in Spanish and English across all grade levels are lower than the recommended Lexile levels. Kindergarten average Lexile did not measure and is 230L below recommended lexile level. First-grade average lexile level was 95L in English and 90L in Spanish compared to the 530L recommended in English and Spanish. Second grade English was 365L and Spanish 510 L compared to the recommendation of 650L. Third grade average scores were 545L in English and 510L in Spanish compared to the 820L recommended score. Fourth grade average score was 730L compared to the recommendation of 940L. And fifth-grade was 850L compared to 1010L recommended. **Root Cause:** Reading instruction is not provided at the depth and complexity of the TEKS.

Problem Statement 5: Less than a fourth, 23%, of all bilingual students are showing increased English proficiency as measured by TELPAS. **Root Cause:** Bilingual students do not have enough practice in listening, speaking, reading, and writing in English.

Curriculum, Instruction, and Assessment

Problem Statement 1: T-TESS shows that 0% of teachers scored accomplished or distinguised in the ability to differentiate instruction. **Root Cause:** Lack of knowledge about blended and personalized learning.

Problem Statement 2: T-TESS shows that only 4% of teachers scored above proficient in planning engaging, flexible lessons that encourage higher-order thinking, persistence, and achievement. **Root Cause:** Dowling is not a schoolwide AVID campus.

School Context and Organization

Problem Statement 1: Students spend 0 minutes silently reading each day. **Root Cause:** This has not been a campus focus and included in the master schedule.

Technology

Problem Statement 1: There are zero schoolwide site licenses for technology applications. **Root Cause:** Funds have not been allocated for these purchases.

Performance Objective 2: Students achieving the Meets Standard on the state assessments in Math will increase from 25% to 30% by May 2021. Students achieving the Masters Standard on the state assessments in Math will increase from 7% to 12% by May 2021.

Evaluation Data Sources: STAAR test

Summative Evaluation: None

Strategy 1: The campus will implement the Relay format of Data-Driven Instruction (DDI) through Professional Learning Communities (PLCs).

Strategy's Expected Result/Impact: Lesson plans will reflect data-driven lessons/instruction.
Teachers will script and practice the reteach lesson during PLCs.

Staff Responsible for Monitoring: Teachers, Principal, Assistant Principal, Instructional Specialists

Title I Schoolwide Elements: 2.4, 2.6

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction

Problem Statements:
Student Achievement 1

Funding Sources:
None

Formative
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Strategy 2: Instructional Specialists will provide targeted support for math instruction in K-5.

Strategy's Expected Result/Impact: All teachers will provide high-quality math instruction leading to a year of growth for all scholars.

Staff Responsible for Monitoring: Instructional Specialists
Teachers

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction

Problem Statements:
Student Achievement 1

Funding Sources:
None

Formative
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Strategy 3: Tier II students will receive support a minimum of 30 minutes 3-5 times weekly in groups of no larger than eight students for a minimum of eight weeks with bi-weekly progress monitoring. All Tier II support will be documented using the RTI process.

Strategy's Expected Result/Impact: Gaps in learning will close due to appropriate intervention and the student will move back to Tier I support after 8-12 weeks of intervention.

Staff Responsible for Monitoring: Teachers
Counselor
Principal

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: None

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

Funding Sources:
None

ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction

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Strategy 4: Tier III students will receive support a minimum of 45-120 minutes 5 times weekly in groups of no larger than three students for a minimum of eight weeks with weekly progress monitoring. All Tier II support will be documented using the RTI process.

Strategy's Expected Result/Impact: Gaps in learning will decrease and students will move to Tier II support after 8-12 weeks of intervention.

Staff Responsible for Monitoring: Teachers
Counselor
Principal

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: None

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

Funding Sources:
None

ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction

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Strategy 5: Students in kindergarten through grade five will use Imagine Learning weekly to pass a minimum of two lessons weekly.

Strategy's Expected Result/Impact: All students will grow at least one year in their math ability as measured by the MAP assessment.

Staff Responsible for Monitoring: Teachers
Instructional Specialists
Principal
Assistant Principal

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: None

ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements:
Student Achievement 1
Curriculum, Instruction, and Assessment 1

Funding Sources:
None

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Strategy 6: All scholars in grades 1-5 will set math goals and track them in their Student Planner, AVID binder, student data folder/binder.

Strategy's Expected Result/Impact: All scholars will be able to set goals for Imagine Math usage and track their progress. Teachers will monitor student progress towards goals and assist in goal setting.

Staff Responsible for Monitoring: Teachers

Title I Schoolwide Elements: 2.4, 2.6

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Problem Statements: None

Funding Sources:
None

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Strategy 7: All scholars in grades 3-5 will conference with an administrator, counselor, or instructional specialist a minimum of twice per year about their progress towards achieving mastery on STAAR.

Strategy's Expected Result/Impact: Scholars will be able to explain their reading goals, progress towards those goals, and any support needed. Scholars will feel connected to another adult in the building other than their classroom teacher and will celebrate progress with this adult at least twice per year.

Staff Responsible for Monitoring: Administrators
Counselor
Instructional Specialists

Title I Schoolwide Elements: 2.4, 2.6

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Problem Statements:
Student Achievement 1

Funding Sources:
None

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Student Achievement

Problem Statement 1: STAAR Performance Data in all grades all subjects (55% approaches) lags behind the district (63% approaches) and state measures (78% approaches) . **Root Cause:** Students entering third-grade are below grade level in math and reading compared to their peers across the district and state.

Curriculum, Instruction, and Assessment

Problem Statement 1: T-TESS shows that 0% of teachers scored accomplished or distinguised in the ability to differentiate instruction. **Root Cause:** Lack of knowledge about blended and personalized learning.

Performance Objective 3: Students achieving the Meets Standard on the state assessments in Writing will increase from 18% to 28% by May 2021. Students achieving the Masters Standard on the state assessments in Writing will increase from 3% to 14% by May 2021.

Evaluation Data Sources: STAAR test

Summative Evaluation: None

Strategy 1: A vertical writing collaborative will be formed with one teacher from each grade level K-5. This group will meet a minimum of one time per month to determine student expectations for writing for the next month. Plans will be shared with the entire staff through grade-level planning meetings. Fidelity of implementation will be monitored by the lead teacher for each grade level, the Instructional Specialist, and Administrators.

Strategy's Expected Result/Impact: The team will develop consistent expectations for writing instruction across the grade levels.

All K-5 teachers will spend time teaching writing in all subjects their classrooms.

Staff Responsible for Monitoring: Lead Teachers
Instructional Specialists

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum

Problem Statements:
Student Achievement 5

Funding Sources:
None

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Strategy 2: All scholars will complete a minimum of one monthly writing sample. Each teacher will bring examples of low, medium, and high writing samples to a monthly PLC meeting. Teachers will work together to score the writing and discuss common areas of strength and concerns. This will be used to inform the planning of the writing team.

Strategy's Expected Result/Impact: Teachers will develop and refine common expectations for student writing.

Staff Responsible for Monitoring: Administrators
Teachers
Campus Writing Committee
Instructional Specialists

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: None

TEA Priorities: Improve low-performing schools

Funding Sources:
None

ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

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Strategy 3: All teachers K-5 will incorporate writing into each subject area: ELAR, math, science, social studies, and health a minimum of one time per grading period.

Strategy's Expected Result/Impact: Students will be able to explain their thinking and learning across the disciplines through writing.

EL students will increase their proficiency level on the writing portion of TELPAS.

Staff Responsible for Monitoring: Writing Collaborative
Administrators
Teachers
Instructional Specialists

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: None

TEA Priorities: Improve low-performing schools

Funding Sources:
None

ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

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Strategy 4: Fourth-grade scholars will use released STAAR writing samples and formative assessment writing samples to practice editing and revising skills.

Strategy's Expected Result/Impact: Scholars will be able to apply editing and revising skills to authentic student writing.

Staff Responsible for Monitoring: Teachers
Administrators

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: None

TEA Priorities: Improve low-performing schools

Funding Sources:
None

ESF Levers: Lever 5: Effective Instruction

Formative
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Strategy 5: Fourth-grade scholars will practice scoring released STAAR writing samples using the TEA provided scoring rubric.

Strategy's Expected Result/Impact: Scholars will analyze authentic student writing and determine what it takes, according to the TEA rubric, to achieve a score of 4 in writing.

Staff Responsible for Monitoring: Teachers
Instructional Specialists
Administrators

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: None

TEA Priorities: Improve low-performing schools

Funding Sources:
None

ESF Levers: Lever 5: Effective Instruction

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Strategy 6: All scholars PK - 5 grade will use handwriting resources from Handwriting Without Tears to develop fluid, neat handwriting.

Strategy's Expected Result/Impact: Writing will be fluid and enable students to concentrate on content rather than the handwriting process.

Staff Responsible for Monitoring: Principal
Assistant Principal
Teachers

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: None

TEA Priorities: Improve low-performing schools

Funding Sources:
Handwriting Without Tears Materials Title One School-wide $6,000

ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

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 No Progress Accomplished Continue/Modify Discontinue

Student Achievement

Problem Statement 5: Less than a fourth, 23%, of all bilingual students are showing increased English proficiency as measured by TELPAS. **Root Cause:** Bilingual students do not have enough practice in listening, speaking, reading, and writing in English.

Performance Objective 4: Students achieving the Meets Standard on the state assessments in Science will increase from 25% to 30% by May 2021. Students achieving the Masters Standard on the state assessments in Science will increase from 5% to 25% by May 2021.

Evaluation Data Sources: STAAR

Summative Evaluation: None

Strategy 1: All K-5 teachers will have access to Brain Pop and Generation Genius to use in lesson planning.

Strategy's Expected Result/Impact: Teachers will use multiple resources to plan and implement quality lessons that meet the depth and complexity of the TEKS.

Staff Responsible for Monitoring: Principal
Teachers

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: None

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Funding Sources:
Brain Pop Subscription Title One School-wide $3,445
Generation Genius Subscription Title One School-wide $795

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Strategy 2: Fifth-grade teachers will provide instruction weekly using hands-on science labs, demonstrations, or videos of science labs. The scholars will complete a written reflection to process their thinking.

Strategy's Expected Result/Impact: Scholars will be able to name the steps in the scientific process, perform a science lab on their own, and complete a written reflection.

Staff Responsible for Monitoring: Teachers

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: None

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Funding Sources:
None

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Mar	May

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 5: English Learners achieving Advanced and Advanced High Composite Level scores will increase by 5 percentage points for the academic year 2020-2021.
TELPAS Advanced Level from 21.1% to 26.1%
TELPAS Advanced High Level from 6.42% to 11.42%

Evaluation Data Sources: TELPAS scores

Summative Evaluation: None

Strategy 1: All bilingual scholars will practice writing in English each month in a minimum of two subjects.

Strategy's Expected Result/Impact: All EL students will have regular practice writing in English.

Staff Responsible for Monitoring: Classroom Teachers
LPAC Coordinator

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Problem Statements:
Student Achievement 5

Funding Sources:
None

Formative
Oct
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Strategy 2: All EL students will practice speaking in English using various apps on the IPads and Chromebooks or by creating a monthly podcast.

Strategy's Expected Result/Impact: EL students will have frequent practice speaking into a microphone and listening to their own voice well before TELPAS.

Staff Responsible for Monitoring: Teachers
LPAC Coordinator

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Problem Statements:
Student Achievement 5

Funding Sources:
None

Formative
Oct
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May

Strategy 3: All bilingual students will be read to in English. Kindergarten and first-grade teachers will read books in English during ESL time. Second-fifth grade teachers will read books in English during ESL time and scholars will read books in English that are on their reading level in English as determined by STAR testing.

Strategy's Expected Result/Impact: Bilingual students' understanding of English will increase during the year. Students in grades 2-5 will show an increase in English reading level as measured by iStation and TELPAS.

Staff Responsible for Monitoring: Bilingual Teachers

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements:
Student Achievement 4, 5

Funding Sources:
None

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Strategy 4: LPAC Committee made up of all bilingual teachers and the Assistant Principal will meet at least quarterly to discuss the progress of each student and determine and needed interventions/acceleration.

Strategy's Expected Result/Impact: The needs of all EL students will be met and their English proficiency as measured by TELPAS will increase by the end of the school year.

Staff Responsible for Monitoring: Assistant Principal
Bilingual Teachers

Title I Schoolwide Elements: 2.6

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers

Problem Statements:
Student Achievement 5

Funding Sources:
None

Formative
Oct
Jan
Mar
Summative
May

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Student Achievement

Problem Statement 4: Average student reading levels in Spanish and English across all grade levels are lower than the recommended Lexile levels. Kindergarten average Lexile did not measure and is 230L below recommended lexile level. First-grade average lexile level was 95L in English and 90L in Spanish compared to the 530L recommended in English and Spanish. Second grade English was 365L and Spanish 510 L compared to the recommendation of 650L. Third grade average scores were 545L in English and 510L in Spanish compared to the 820L recommended score. Fourth grade average score was 730L compared to the recommendation of 940L. And fifth-grade was 850L compared to 1010L recommended. **Root Cause:** Reading instruction is not provided at the depth and complexity of the TEKS.

Problem Statement 5: Less than a fourth, 23%, of all bilingual students are showing increased English proficiency as measured by TELPAS. **Root Cause:** Bilingual students do not have enough practice in listening, speaking, reading, and writing in English.

Performance Objective 6: Coordinated School Health requirements in fitness assessment and physical activity levels will be met by 2020-21 in all physical education classes.

Evaluation Data Sources: Fitness Gram

Summative Evaluation: None

Strategy 1: All scholars will participate in daily recess for a minimum of 20 minutes.

Strategy's Expected Result/Impact: Students will be physically active during the school day in addition to PE time.

Staff Responsible for Monitoring: Teachers

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

Formative
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May

Strategy 2: Teachers K-5 will utilize Go Noodle for classroom breaks and indoor recess when needed.

Strategy's Expected Result/Impact: Students will have access to physical activity breaks in the classroom on a daily basis.

Staff Responsible for Monitoring: None

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 7: Dowling will become a Schoolwide AVID Campus on or before May 2023.

Evaluation Data Sources: Lesson Plans, Walkthrough Data, AVID Site Team Plan Documentation

Summative Evaluation: None

Strategy 1: All teachers K-5, Instructional Specialists, and administrators, will complete AVID Foundations by May 2021.

Strategy's Expected Result/Impact: All teachers and administrators will be trained in AVID.

Staff Responsible for Monitoring: Principal
AVID Site Team

Title I Schoolwide Elements: 2.5

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements:
Curriculum, Instruction, and Assessment 2

Funding Sources:
None

Formative
Oct
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Summative
May

Strategy 2: After AVID Foundation training, all teachers K-5 will incorporate a minimum of one WICOR strategy in each category in weekly lesson plans.

Strategy's Expected Result/Impact: Scholars will hone their academic skills, including note-taking, organization, time management, and critical thinking.

Staff Responsible for Monitoring: AVID Site Team
Principal
Assistant Principal
Teachers

Title I Schoolwide Elements: 2.5, 2.6

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements:
Curriculum, Instruction, and Assessment 2

Funding Sources:
None

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Summative
May

Strategy 3: The AVID Site Team will use the CCI to develop campus goals and monitor progress.

Strategy's Expected Result/Impact: Dowling will move closer to becoming an AVID Schoolwide Site by the end of the 2023 school year.

Staff Responsible for Monitoring: AVID Site Team

Title I Schoolwide Elements: 2.5, 2.6

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements:
Curriculum, Instruction, and Assessment 2

Funding Sources:
None

Formative
Oct
Jan
Mar
Summative
May

Strategy 4: AVID Site Team members will attend Summer Institute in June 2021.

Strategy's Expected Result/Impact: Teachers will pivot their approach from instructor to facilitator. Using AVID strategies, they will design learning opportunities that challenge scholars to think critically, ask questions, collaborate, and own their learning.

Staff Responsible for Monitoring: AVID Site Team

Title I Schoolwide Elements: None

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction

Problem Statements: None

Funding Sources:
None

Formative
Oct
Jan
Mar
Summative
May

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Curriculum, Instruction, and Assessment

Problem Statement 2: T-TESS shows that only 4% of teachers scored above proficient in planning engaging, flexible lessons that encourage higher-order thinking, persistence, and achievement. **Root Cause:** Dowling is not a schoolwide AVID campus.

Performance Objective 8: The percentage of students reading on grade level in grades K-2 will increase at least 10% from the BOY MAP to EOY MAP assessment.

Evaluation Data Sources: MAP testing results

Summative Evaluation: None

Strategy 1: K-2 students will have daily access to high-quality lessons in guided reading, whole-group instruction, and personalized learning through Imagine Reading.

Strategy's Expected Result/Impact: All students will show one year of growth in reading by May 2021.

Staff Responsible for Monitoring: Teachers
Instructional Coaches
Principal
Assistant Principal

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements:
Student Achievement 1, 4

Funding Sources:
None

Formative	Summative
Oct	May
Jan	
Mar	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Student Achievement

Problem Statement 1: STAAR Performance Data in all grades all subjects (55% approaches) lags behind the district (63% approaches) and state measures (78% approaches) . **Root Cause:** Students entering third-grade are below grade level in math and reading compared to their peers across the district and state.

Problem Statement 4: Average student reading levels in Spanish and English across all grade levels are lower than the recommended Lexile levels. Kindergarten average Lexile did not measure and is 230L below recommended lexile level. First-grade average lexile level was 95L in English and 90L in Spanish compared to the 530L recommended in English and Spanish. Second grade English was 365L and Spanish 510 L compared to the recommendation of 650L. Third grade average scores were 545L in English and 510L in Spanish compared to the 820L recommended score. Fourth grade average score was 730L compared to the recommendation of 940L. And fifth-grade was 850L compared to 1010L recommended. **Root Cause:** Reading instruction is not provided at the depth and complexity of the TEKS.

Performance Objective 9: The percentage of students that Met Standard on all subjects/grades on the 2019 STAAR test will increase from 55% to 60% as measured by the 2021 STAAR assessment.

Evaluation Data Sources: STAAR test

Summative Evaluation: None

Strategy 1: Third, Fourth, and Fifth grade teachers will track student progress on all formative assessments and provide the intervention that is data-driven.

Strategy's Expected Result/Impact: Increase in number of students meeting standards on each formative assessment.

Staff Responsible for Monitoring: Teachers
Instructional Specialists
Principal
Assistant Principal

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements:
Curriculum, Instruction, and Assessment 1

Funding Sources:
None

Formative	Summative
Oct	May
Jan	
Mar	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Curriculum, Instruction, and Assessment

Problem Statement 1: T-TESS shows that 0% of teachers scored accomplished or distinguised in the ability to differentiate instruction. **Root Cause:** Lack of knowledge about blended and personalized learning.

Performance Objective 10: The percentage of students meeting or exceeding the growth target will increase from 63% (2019 STAAR) to 69% (2020 STAAR).

Evaluation Data Sources: 5th-grade STAAR tests Reading and Math.

Summative Evaluation: None

Strategy 1: 5th-grade teachers will track growth scores after each formative assessment and provide necessary targeted intervention for each student.

Strategy's Expected Result/Impact: Students will make progress in reading and math.

Staff Responsible for Monitoring: 5th-grade teachers
Instructional Specialists
Principal
Assistant Principal

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements:
Curriculum, Instruction, and Assessment 1

Funding Sources:
None

Formative	Summative
Oct	May
Jan	
Mar	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Curriculum, Instruction, and Assessment

Problem Statement 1: T-TESS shows that 0% of teachers scored accomplished or distinguised in the ability to differentiate instruction. **Root Cause:** Lack of knowledge about blended and personalized learning.

Performance Objective 11: Implement innovative instructional models that enable personalized learning for all students.

Evaluation Data Sources: Lesson plans, assessment scores, PLC minutes

Summative Evaluation: None

Strategy 1: Implement assessment models that ensure teachers and students are able to monitor their learning and growth. Assessment models will include the following: MAP Growth Assessments, Formative Assessments, and Aggressive Monitoring.

Strategy's Expected Result/Impact: Increase in student mastery in all subject areas.

Staff Responsible for Monitoring: Teachers
Principal
Assistant Principal
Instructional Specialists

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements:
Student Achievement 1, 4
Curriculum, Instruction, and Assessment 1, 2

Funding Sources:
None

Formative	Summative
Oct	May
Jan	
Mar	

Strategy 2: Implement research-based instructional models that enable personalized learning for all students, including the following: Blended Learning, Balanced Literacy, and Enriched Advanced Academics.

Strategy's Expected Result/Impact: Teachers will meet the educational needs of each scholar.

Staff Responsible for Monitoring: Teachers
Principal
Assistant Principal
Instructional Specialists

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements:
Demographics 2
Curriculum, Instruction, and Assessment 1

Funding Sources:
None

Formative
Oct
Jan
Mar
Summative
May

Strategy 3: The principal will implement Professional Learning Communities (PLCs) where teams implement the Data-Driven Instructional process, develop TEKS knowledge (Know/Show Charts, implement the coaching model of Observation/Feedback, and plan for student mastery of learning objectives through a personalized learning path.

Strategy's Expected Result/Impact: Increase in teacher and student capacity.

Staff Responsible for Monitoring: Principal

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements:
School Culture and Climate 7
Staff Quality, Recruitment, and Retention 1
Curriculum, Instruction, and Assessment 1, 2

Funding Sources:
None

Formative
Oct
Jan
Mar
Summative
May

 No Progress Accomplished Continue/Modify Discontinue

Demographics

Problem Statement 2: The number of GT students has remained constant even with an increase in enrollment. **Root Cause:** The campus is not identifying students for the GT program.

Student Achievement

Problem Statement 1: STAAR Performance Data in all grades all subjects (55% approaches) lags behind the district (63% approaches) and state measures (78% approaches) . **Root Cause:** Students entering third-grade are below grade level in math and reading compared to their peers across the district and state.

Problem Statement 4: Average student reading levels in Spanish and English across all grade levels are lower than the recommended Lexile levels. Kindergarten average Lexile did not measure and is 230L below recommended lexile level. First-grade average lexile level was 95L in English and 90L in Spanish compared to the 530L recommended in English and Spanish. Second grade English was 365L and Spanish 510 L compared to the recommendation of 650L. Third grade average scores were 545L in English and 510L in Spanish compared to the 820L recommended score. Fourth grade average score was 730L compared to the recommendation of 940L. And fifth-grade was 850L compared to 1010L recommended. **Root Cause:** Reading instruction is not provided at the depth and complexity of the TEKS.

School Culture and Climate

Problem Statement 7: Staff perceptions of the campus score low compared to other elementary campuses. Feedback and Coaching scored 40% compared to 71% for other elementaries. School climate scored 44% compared to 79% for all elementary campuses. Professional Learning scored 52% compared to 73% for elementaries. And School Leadership scored 78% compared to 84% for elementary campuses. **Root Cause:** There is no campus plan for school culture in place.

Staff Quality, Recruitment, and Retention

Problem Statement 1: There is no formal plan for supporting first through third year teachers. **Root Cause:** A plan has not been developed and implemented.

Curriculum, Instruction, and Assessment

Problem Statement 1: T-TESS shows that 0% of teachers scored accomplished or distinguised in the ability to differentiate instruction. **Root Cause:** Lack of knowledge about blended and personalized learning.

Problem Statement 2: T-TESS shows that only 4% of teachers scored above proficient in planning engaging, flexible lessons that encourage higher-order thinking, persistence, and achievement. **Root Cause:** Dowling is not a schoolwide AVID campus.

Campus Funding Summary

Title One School-wide					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Stickers and luggage tags to identify devices and carrying cases.		$750.00
1	1	2	Flocabulary Online Program		$2,500.00
1	1	2	BrainPop Online Program		$2,550.00
1	1	2	Generation Genius Online Program		$795.00
1	1	2	See Saw Online App for K-2		$1,700.00
1	1	2	Lyrics2Learn Online Program		$2,500.00
1	1	3	Blended Learning in Action books for each staff member		$980.00
1	2	2	Prizes for weekly perfect attendance awards.		$5,000.00
1	4	1	Conscious Discipline eCourse Workbooks		$720.00
1	4	1	Conscious Discipline Classroom Resources		$12,000.00
1	4	1	Consicous Discipline Books		$1,400.00
1	4	1	Conscious Discipline eCourse		$979.00
2	1	1	Culturize Book		$950.00
2	2	1	AVID training		$10,000.00
2	2	1	Blended Learning in Action Book		$980.00
2	2	2	Teach Like a Champion Books and digital curriculum		$850.00
3	1	6	AR Program		$7,900.00
3	1	9	Lyrics 2 Learn Online Program		$2,500.00
3	1	9	Flocabulary Online Program		$2,500.00
3	3	6	Handwriting Without Tears Materials		$6,000.00
3	4	1	Brain Pop Subscription		$3,445.00
3	4	1	Generation Genius Subscription		$795.00
				Sub-Total	$67,794.00

Title One School-wide					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
				Grand Total	$67,794.00

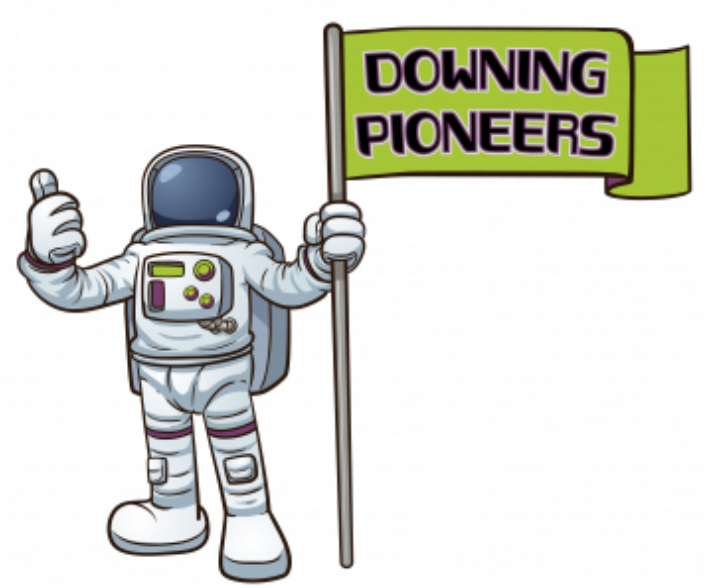
Addendums

Ector County Independent School District

Edward K. Downing Elementary

Improvement Plan

2020-2021



Mission Statement

Edward K. Downing Elementary's Mission is to work in partnership with students, families and the community to ensure that each student acquires the knowledge, skills and core values necessary to achieve continuous improvement with personal and academic success that will in turn enrich their lives and our community

Vision

The vision at Edward K. Downing Elementary is to prepare and motivate our students for a rapidly changing world by instilling in them the skills of collaboration, communication, critical thinking, and creativity in a highly engaging learner centered environment to achieve continuous improvement toward academic success. Our students with the partnership from our community and parents will demonstrate mastery of the core values of respect, loyalty, perseverance, compassion, good manners, responsibility and self-control.

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Goals 32
- Goal 1 : Foundational Excellence: Edward K. Downing Elementary will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices. 32
- Goal 2 : Invest in Talent: Edward K. Downing Elementary will recruit, develop and retain highly-effective individuals who are invested in looking at tomorrow to inform their practices today. 37
- Goal 3 : Learning Journey: Edward K. Downing Elementary will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. Edward K. Downing Elementary will equip students to be adaptable in an ever-changing society. 39

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Comprehensive Needs Assessment

Revised/Approved: July 31, 2020

Demographics

Demographics Summary

Edward K. Downing Elementary (EKD Elementary) was built in 2015. It is located at 1480 N. Knox Ave. Odessa TX. It is located in West Odessa. This is the school's 6th school year. Edward K. Downing Elementary (EKD Elementary) current enrollment is 687 K-5 students. This is a difference of 80 student less from the school year of 2019-2020 due to COVID-19. EKD Elementary is a Title One school.

The account for the increase is due the fact the campus was the influx of growth in West Odessa. The campus was designed and built for 650 students. EKD Elementary as of the 2018-2019 school year has:

- 476 (67%) students listed as AT-RISK.
- 512 (73%) students listed as Economically Disadvantaged.
- 294 (41%) students listed as LEP and 284 96% of the total LEP population) are being served in a bilingual program. 1 of the LEP students are being served through the ESL program. The remainder of the LEP students were parent denials to the bilingual program.
- 56 (8%) students listed as Special Education
- 62 (8.7%) students listed as GT
- 44 (6%) White students
- 656 (93%) Hispanic students
- 2 (0.2%) African American students
- 2 (0.2%) Pacific Islander students

Total Enrollment 687

- Total Membership 708
- Kindergarten 110
- 1 Grade 106
- Grade 2 129
- Grade 3 111
- Grade 4 105
- Grade 5 120

Based on the last 5 years the trend seems to be that Edward K. Downing Elementary has a high number of Hispanic and economicaly disadvantaged students that seem to be consistant and correlates to the popoulation in West Odessa.

At-risk students are identified using the 13 state indicators. All students identified for at-risk will be identified as what needs are needing to be addressed through interventions. Such interventions will be tutoring throughout the school day, mentoring through WATCH DOG program, and parent workshops, parent meetings, attendance incentives.

Special Ed: Last year approximately 50 students were served in the special ed program by speech, learning disability, and/or intellectual disability. Students who qualified for a learning disability/intellectual disability qualified due to quality response to intervention strategies that were done by our staff or other schools. These students possesed strengths in which to build upon for their instruction. Those that did not qualify held very low IQ without any strengths in which to build upon for instruction. These students were placed in an intervention program throughout the school year.

The special ed program is a majority of inclusion practices for most of our students identified as learning disabled/intellectually disabled.

Student Attendance: Last year our yearly attendance average was 95%. Our goal for this year is to maintain 96% or higher. A campus attendance committee was developed and used to identify students with high attendance issues. Parent conferences were held to discuss reasons for high attendance and provide intervention for parents. The EKD classroom teachers call parents after 3 absences to visit with parents about reasons for student absences and catching up with student work. After 5 absences the EKD attendance clerk calls parents to discuss the purpose for the high number of absences and offer any assitance the school can provide to prevent any further unnecessary absences. After 10 absences the attendance committee meets with the parents. Most of the absences are excused due to doctor appt., or students who are called in ill.

English Language Learners:

Most of our ELL learners are served through a late exit bilingual program. Each grade level has 2 certified bilingual teachers. A small number of students are served through our ESL program in which they are placed with a teacher who is ESL certified. All other ELL students are listed as parent denials of the bilingual program. All denials must meet with the principal to discuss the benefits of their child being in the bilingual program. If the parent still denies the program then he/she must meet with the Director of Bilingual/ESL services.

Staff Demographics:

Total Staff 48.4

- Teachers 38.5
- Professional Support 4.8
- Campus Administration 2.0
- Educational Aides 3.0
- Beginning Teachers 7.0
- 1-5 Years Experience 14.0

- 6-10 Years Experience 4.0
- 11-20 Years Experience 4.5
- Over 20 Years Experience 7.0

Average class size is about 24 students.

Demographics Strengths

The number of Gifted and Talented students identified have exceed the recommended 2% by ECISD, but rather 6% of our students have been identified.

Our student population consists of mainly Hispanic students and about a 1/3 of the population is in bilingual classrooms.

The student population mirrors the district demographics, and enrollment is increasing. We have increased 70 more students since the our doors opened in 2015.

Economically Disadvantage is at a high 73%

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Overall attendance rate 94% **Root Cause:** Attendance meetings were not held consistently, incentives were only done at the end of the year.

Problem Statement 2: Homeless students has increased from 3 to 7% **Root Cause:** Although our economy in Odessa is at an all time high with very low employment, the cost of living is very high and some housing is unaffordable to many of our families.

Student Achievement

Student Achievement Summary

2019 STAAR Performance Data Table

EDWARD K DOWNING EL (068901131) - ECTOR COUNTY ISD

Data Table

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current)	EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled
All Subjects															
Percent of Tests															
% at Approaches GL Standard or Above	56%	100%	55%	69%	-	-	-	50%	54%	48%	49%	24%	55%	56%	55%
% at Meets GL Standard or Above	24%	33%	24%	26%	-	-	-	0%	22%	21%	23%	10%	15%	24%	28%
% at Masters GL Standard	10%	33%	10%	10%	-	-	-	0%	8%	9%	10%	0%	10%	10%	12%
Number of Tests															
# at Approaches GL Standard or Above	527	3	476	47	-	-	-	1	358	198	207	21	11	455	72

# at Meets GL Standard or Above	227	1	208	18	-	-	-	0	146	87	96	9	3	191	36
# at Masters GL Standard	95	1	87	7	-	-	-	0	54	37	41	0	2	79	16
Total Tests	939	3	866	68	-	-	-	2	663	411	420	87	20	809	130
ELA/Reading Percent of Tests															
% at Approaches GL Standard or Above	61%	100%	60%	74%	-	-	-	0%	59%	51%	52%	39%	43%	61%	62%
% at Meets GL Standard or Above	29%	0%	28%	35%	-	-	-	0%	27%	25%	26%	15%	14%	28%	34%
% at Masters GL Standard	12%	0%	12%	17%	-	-	-	0%	10%	9%	10%	0%	14%	12%	15%
Number of Tests															
# at Approaches GL Standard or Above	213	1	195	17	-	-	-	0	146	78	81	13	3	184	29
# at Meets GL Standard or Above	100	0	92	8	-	-	-	0	66	38	41	5	1	84	16
# at Masters GL Standard	43	0	39	4	-	-	-	0	24	14	16	0	1	36	7
Total Tests	350	1	325	23	-	-	-	1	247	153	156	33	7	303	47

Mathematics															
Percent of Tests															
% at Approaches GL Standard or Above	60%	100%	59%	70%	-	-	-	100%	57%	59%	60%	24%	71%	60%	60%
% at Meets GL Standard or Above	26%	100%	26%	22%	-	-	-	0%	24%	24%	26%	12%	29%	25%	30%
% at Masters GL Standard	13%	100%	13%	9%	-	-	-	0%	11%	14%	14%	0%	14%	12%	15%
Number of Tests															
# at Approaches GL Standard or Above	210	1	192	16	-	-	-	1	141	90	93	8	5	182	28
# at Meets GL Standard or Above	91	1	85	5	-	-	-	0	59	37	40	4	2	77	14
# at Masters GL Standard	44	1	41	2	-	-	-	0	26	21	22	0	1	37	7
Total Tests	349	1	324	23	-	-	-	1	246	152	155	34	7	302	47
Writing															
Percent of Tests															
% at Approaches GL Standard or Above	40%	100%	38%	55%	-	-	-	-	37%	29%	29%	0%	100%	41%	31%

% at Meets GL Standard or Above	9%	0%	7%	27%	-	-	-	-	9%	10%	10%	0%	0%	8%	13%
% at Masters GL Standard	2%	0%	2%	0%	-	-	-	-	2%	2%	2%	0%	0%	1%	6%
Number of Tests															
# at Approaches GL Standard or Above	51	1	44	6	-	-	-	-	34	17	17	0	3	46	5
# at Meets GL Standard or Above	11	0	8	3	-	-	-	-	8	6	6	0	0	9	2
# at Masters GL Standard	2	0	2	0	-	-	-	-	2	1	1	0	0	1	1
Total Tests	127	1	115	11	-	-	-	-	91	58	58	10	3	111	16
Science															
Percent of Tests															
% at Approaches GL Standard or Above	47%	-	44%	73%	-	-	-	-	47%	27%	31%	0%	0%	46%	50%
% at Meets GL Standard or Above	22%	-	23%	18%	-	-	-	-	16%	13%	18%	0%	0%	23%	20%
% at Masters GL Standard	5%	-	5%	9%	-	-	-	-	3%	2%	4%	0%	0%	5%	5%

2019 STAAR Performance Data Table

Number of Tests															
# at Approaches GL Standard or Above	53	-	45	8	-	-	-	-	37	13	16	0	0	43	10
# at Meets GL Standard or Above	25	-	23	2	-	-	-	-	13	6	9	0	0	21	4
# at Masters GL Standard	6	-	5	1	-	-	-	-	2	1	2	0	0	5	1
Total Tests	113	-	102	11	-	-	-	-	79	48	51	10	3	93	20

2019 Academic Growth

EDWARD K DOWNING EL (068901131) - ECTOR COUNTY ISD

Data Table

ELA/Reading and Mathematics

	Current-Year Performance on STAAR											
	Did Not Meet			Approaches Grade Level			Meets Grade Level			Masters Grade Level		
Prior-Year Performance on STAAR	Progress Not Applicable (0 points)	Did Not Meet Progress (0 points)	Met or Exceeded Progress (1 point)	Progress Not Applicable (0 points)	Did Not Meet Progress (1/2 points)	Met or Exceeded Progress (1 point)	Progress Not Applicable (0 points)	Did Not Meet Progress (1/2 points)	Met or Exceeded Progress (1 point)	Progress Not Applicable (1 point)	Growth Points Earned	Total Possible Points
Did Not Meet	-	50	66	-	0	47	-	-	5	0		
Approaches Grade Level	-	31	0	-	30	36	-	-	23	6		

2019 Academic Growth

Meets Grade Level	8	-	-	27	-	-	-	5	10	14		
Masters Grade Level	0	-	-	8	-	-	19	-	-	33		
Total Number of Tests	8	81	66	35	30	83	19	5	38	53		
Total Points Score	0	0	66	0	15	83	0	2.5	38	53	257.5	418 62

ELA/Reading

	Current-Year Performance on STAAR											
	Did Not Meet			Approaches Grade Level			Meets Grade Level			Masters Grade Level		
Prior-Year Performance on STAAR	Progress Not Applicable (0 points)	Did Not Meet Progress (0 points)	Met or Exceeded Progress (1 point)	Progress Not Applicable (0 points)	Did Not Meet Progress (1/2 points)	Met or Exceeded Progress (1 point)	Progress Not Applicable (0 points)	Did Not Meet Progress (1/2 points)	Met or Exceeded Progress (1 point)	Progress Not Applicable (1 point)	Growth Points Earned	Total Possible Points
Did Not Meet	-	16	32	-	0	29	-	-	4	0		
Approaches Grade Level	-	10	0	-	11	15	-	-	12	5		
Meets Grade Level	0	-	-	7	-	-	-	2	5	5		
Masters Grade Level	0	-	-	5	-	-	9	-	-	12		
Total Number of Tests	0	26	32	12	11	44	9	2	21	22		
Total Points Score	0	0	32	0	5.5	44	0	1	21	22	125.5	179 70

Mathematics

Current-Year Performance on STAAR

2019 Academic Growth

Prior-Year Performance on STAAR	Did Not Meet: Progress Not Applicable (0 points)	Did Not Meet: Did Not Meet Progress (0 points)	Did Not Meet: Met or Exceeded Progress (1 point)	Approaches Grade Level: Progress Not Applicable (0 points)	Approaches Grade Level: Did Not Meet Progress (1/2 points)	Approaches Grade Level: Met or Exceeded Progress (1 point)	Meets Grade Level: Progress Not Applicable (0 points)	Meets Grade Level: Did Not Meet Progress (1/2 points)	Meets Grade Level: Met or Exceeded Progress (1 point)	Masters Grade Level: Progress Not Applicable (1 point)	Growth Points Earned	Total Possible Points
Did Not Meet	-	34	34	-	0	18	-	-	1	0		
Approaches Grade Level	-	21	0	-	19	21	-	-	11	1		
Meets Grade Level	8	-	-	20	-	-	-	3	5	9		
Masters Grade Level	0	-	-	3	-	-	10	-	-	21		
Total Number of Tests	8	55	34	23	19	39	10	3	17	31		
Total Points Score	0	0	34	0	9.5	39	0	1.5	17	31	132	239 55

Texas Education Agency

2019 Closing the Gaps

EDWARD K DOWNING EL (068901131) - ECTOR COUNTY ISD

Status and Data Table

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Total Met	Total Evaluated
Academic Achievement Status																
ELA/Reading Target	44%	32%	37%	60%	43%	74%	45%	56%	33%	29%	19%	36%	46%	42%		
Target Met	N		N						N	N	N		N	N		

% at Meets GL Standard or Above	29%	0%	28%	35%	-	-	-	0%	27%	26%	15%	14%	28%	34%		
# at Meets GL Standard or Above	100	0	92	8	-	-	-	0	66	41	5	1	84	16		
Total Tests (Adjusted)	350	1	325	23	-	-	-	1	247	156	33	7	303	47		
Math Target	46%	31%	40%	59%	45%	82%	50%	54%	36%	40%	23%	44%	47%	45%		
Target Met	N		N						N	N	N		N	N		
% at Meets GL Standard or Above	26%	100%	26%	22%	-	-	-	0%	24%	26%	12%	29%	25%	30%		
# at Meets GL Standard or Above	91	1	85	5	-	-	-	0	59	40	4	2	77	14		
Total Tests (Adjusted)	349	1	324	23	-	-	-	1	246	155	34	7	302	47		
Total Indicators Growth Status															0	14
ELA/Reading Target	66	62	65	69	67	77	67	68	64	64	59	65	66	67		
Target Met	Y		Y						Y	Y			Y	Y		
Academic Growth Score	70	0	71	70	-	-	-	-	72	84	68	80	70	69		
Growth Points	125.5	0	110	15.5	-	-	-	-	89	40.5	13	4	105.5	20		

Total Tests	179	1	156	22	-	-	-	-	123	48	19	5	150	29		
Math Target	71	67	69	74	71	86	74	73	68	68	61	70	71	70		
Target Met	N		N						N	N			N	N		
Academic Growth Score	55	100	55	52	-	-	-	-	57	63	52	50	53	69		
Growth Points	132	1	119.5	11.5	-	-	-	-	96.5	67.5	11.5	3	108	24		
Total Tests	239	1	216	22	-	-	-	-	169	108	22	6	204	35		
Total Indicators															6	12
Graduation Rate Status ***																
Target	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	n/a	n/a	n/a		
Target Met																
2017 % Graduated	-	-	-	-	-	-	-	-	-	-	-					
2018 % Graduated	-	-	-	-	-	-	-	-	-	-	-					
2018 # Graduated	-	-	-	-	-	-	-	-	-	-	-					
2018 Total in Class	-	-	-	-	-	-	-	-	-	-	-					
Total Indicators																
English Language Proficiency Status																
Target										36%						
Target Met										Y						
TELPAS Progress Rate										48%						
TELPAS Progress										119						

TELPAS Total									246							
Total Indicators															1	1
Student Success Status																
Target	47	36	41	58	46	73	48	55	38	37	23	43	48	45		
Target Met	N		N	N					N	N	N		N	N		
STAAR Component Score	30	55	30	35	-	-	-	17	28	27	11	27	30	32		
% at Approaches GL Standard or Above	56%	100%	55%	69%	-	-	-	50%	54%	49%	24%	55%	56%	55%		
% at Meets GL Standard or Above	24%	33%	24%	26%	-	-	-	0%	22%	23%	10%	15%	24%	28%		
% at Masters GL Standard	10%	33%	10%	10%	-	-	-	0%	8%	10%	0%	10%	10%	12%		
Total Tests	939	3	866	68	-	-	-	2	663	420	87	20	809	130		
Total Indicators															0	8
School Quality Status																
Target	47%	31%	41%	58%	42%	76%	39%	53%	39%	30%	27%	43%	50%	31%		
Target Met																
% Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-	-	-	-		

# Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Indicators														
Participation Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%
ELA/Reading														
% Participation	100%	100%	100%	100%	-	-	-	100%	100%	100%	97%	100%	100%	98%
# Participants	365	1	337	25	-	-	-	2	258	162	36	7	308	57
Total Tests	366	1	338	25	-	-	-	2	259	162	37	7	308	58
Mathematics														
% Participation	99%	100%	99%	100%	-	-	-	100%	99%	99%	100%	100%	100%	98%
# Participants	364	1	336	25	-	-	-	2	257	161	37	7	307	57
Total Tests	366	1	338	25	-	-	-	2	259	162	37	7	308	58

Student Achievement Strengths

Growth Measure Target was meet in all subgroups in Reading.

TELPAS progress rate from 33% to 48 %. in 2019

Writing Scores increased from 31% to 40%. in 2019

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): 27% of our economically disadvantage students are meeting grade level standard reading and 24% meet grade level standard in Math. **Root Cause:** Quality and effective response to intervention has not been consistently implemented.

Problem Statement 2 (Prioritized): 29% of all students did not meet grade level standards in reading, 28% Hispanic, 35% White,26% EL students, 15% Spec. Ed., 28% Continuously Enrolled, 34% Non-Continuously Enrolled. **Root Cause:** Tier 1 reading instruction is not taught to the TEKS specificity.

Problem Statement 3 (Prioritized): Percentage of students not meeting grade level standard for Math was 26% All students, 26% Hispanic, 22% White, 24% Economically Disadvantaged, 26% EL, 12% Special Ed, 29% Special Ed. former, 25% continuously enrolled, 30% Non continuously enrolled **Root Cause:** Tier 1 math intervention was not taught to the TEKS specificity due to the lack of experience in 4th and 5th grade math teachers.and subject areas.

Problem Statement 4 (Prioritized): Percentage of students who met grade level standard in Science in all students 22%, Hispanic 23%, White 18%, Eco. Dis. 16%, EL 13%, Continuously enrolled 23%, non continuously enrolled 20% **Root Cause:** Science is not taught consistently in grades K-5. Last year lab activities were limited.

Problem Statement 5 (Prioritized): Percentage of students who met grade level standards in writing for all students 9%, Hispanic 7%, White 27%, Eco. Dis. 9%, EL 10%, Continuously Enrolled 8%, Non continuously enrolled 13% **Root Cause:** Tier 1 writing instruction was not taught across all grade levels and subject areas.

School Culture and Climate

School Culture and Climate Summary

Edward K. Downing Elementary is comprised of students from West Odessa. Many of our students are idenitified as low social economic status. Regardless of their economic status, our students are eager to learn and are excited about being a part of Edward K. Downing Elementary.

Edward K. Downing Elementary is described an innovative campus that is currently still trying to find its footing with using co-teaching and collaboration to help drive instruction for our students. It is very similar to an open concept campus with many opportunities for collaboration by student and staff.

Staff morale is high with the use of a social committee and an active PTA. The staff is well aware of the students needs and short comings, but have the passion and drive to make their future brighter.

Edward K. Downing Elementary offers several opportunities this school year for parents and community involvement such as:

Meet the teacher, Parent Orientation, Reading night, Math night, Science Night, Music programs, P.S I love you, Science night, Cafe' Con el Director (community meeting with principal)

We also had several programs in place such as:

VIPS programs, PTA, AVID,WATCH DOGS program, music programs, RTI time at the last hour of the day for our students.

EKD Elementary mission is to adopt best practice instructional methods that develop collaboration, creativity, communication, and criticial thinking for world ready, life-long learners who discover their unique gifts, and achieve personal success. EKD Elementary is committed to ensuring all students learn regardless of obstacles faced. The campus will ensure open communication and alignment of efforts with staff, students, parents and community so that the culture and climate will continue to become more positive for EKD Elementary students.

School Culture and Climate Strengths

Strengths are the attendance to all student programs. Parents are well represented to all programs and activities. Instructional staff has continued with the study of the 4C model collaboration, creativity, communication, critical thinking. Overall the campus morale is high and motivating. Many of the staff have less than 5 years teaching experience and therefore willing to be creative and think out of the box. Staff is definately dedicated to the community and therefore determined to move our campus to academic success.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1 (Prioritized): Lack of professional growth amongst all professional staff **Root Cause:** Only 2 Instructional specialist to serve 40 teachers for coaching and therefore spread thin.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Total Staff 61

- Teachers 41
- Professional Support 2
- Campus Administration 3
- Educational Aides 15
- Beginning Teachers 17.0
- 1-5 Years Experience 12.0
- 6-10 Years Experience 4.0
- 11-20 Years Experience 3.0
- Over 20 Years Experience 5.0

Average class size is about 24 students.

Currently we have 1 bilingual substitute in classroom teaching positions and 2 vacancy.

Our school district has just approved a teacher pay raise across all teaching positions and a 4% pay increase from midpoint for all ECISD positions.

Staff Quality, Recruitment, and Retention Strengths

Edward K. Downing Staff is a very energetic staff with a driven purpose for this new school to succeed. Many of the teachers are creative and are wanting to be innovative in the classroom. ECISD offers a 1000 dollar traveling stipend to work at Edward K. Downing and stipends for difficult to fill positions such as SPED, Math, Science, and Bilingual postions. Our school was recently built 5 years ago and therefore offers flexible learning space which does seem to intice many new teachers.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1 (Prioritized): There are 3 vacancies on campus **Root Cause:** The cost of living in Odessa is at all time high and lack of teacher applicants. Professional growth is lacking. COVID-19 and the oil field industry has decreased significantly.

Problem Statement 2: Homeless students has increased from 3 to 7% **Root Cause:** Although our economy in Odessa is at an all time high with very low employment, the cost of living is very high and some housing is unaffordable to many of our families.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Edward K. Downing Elementary uses integral components of instruction, intervention and assessment to meet the educational needs of our student body. We provide an aligned instruction using the TEKS resource system in all core subjects. Students are monitored using DBA,unit assessments, Istation, Imagine Math. Instructional stategies and resources used are guided math, balanced literacy, Writers Workshop, Lonestar Math, Mentoring Minds, Learning A-Z. Tutoring is built within the school day to close the necessary gaps in struggling learners. Additionally, resource allocations in the form of textbooks, supplemental materials and classroom technology use contribute to student performance by providing tools to utilize when educating students. Teachers, Insturctional specialists dyslexia teacher, tutors, and special education personnel support the programs and intervention services which allow for the opportunity to close the achievement gap. COGAT, Nagliari, STAAR, DBAs, unit assessments, IStation, and TELPAS assessments allow for early identification of need and potential targets for intervention.

Curriculum, Instruction, and Assessment Strengths

Edward K Downing appropriately allocated resources in the form as student material, manipulatives, books, online programs, and staff development to meet the learning needs of our students and staff.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): Students are not meeting the Meet expectations on assessments. **Root Cause:** Tier1 instruction is not being delivered with high rigor and engagement with at least 1/3 of the staff due to new staff.

Parent and Community Engagement

Parent and Community Engagement Summary

Edward K. Downing provides opportunities through Reading, Math, Science Night for parents to attend and learn concepts with their children. Fall festivals, PTA program, Watch Dog programs have become an important part for parents to be involved at EKD.

Parent and Community Engagement Strengths

Increase of VIPS program and higher percentage of parents that participate in school activities. West Side Choir continues to grow and develop. Last year the Boys and Girls of Odessa have built a club on EKD property. The Boys and Girls club will offer tutoring, art, stride computer access for some of our students who will be attending.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Small number of parents in our VIPS program or showing willingness to help in classrooms and in school. **Root Cause:** School staff needs to reach out personally to see if parents would be willing to volunteer.

School Context and Organization

School Context and Organization Summary

Edward K. Downing Elementary will implement a in school intervention time in all classrooms K - 5. Data will be reviewed from istation, brainchild, benchmarks, unit tests,classroom observeration during RTI meetings. Intervention will address the content areas of Reading, Math, and Science. PLCs are organized by grade levels and will meet to review student data, classroom instruction, and maintenance. PLC will meet weekly. CIT meets once a month to discuss campus goals and review of campus improvement plans. Leadership committee will meet once a month to review new campus initiatives and changes needed.

School Context and Organization Strengths

Edward K. Downing Elementary continues to maintain a working CIT committee as well as a strong leadership committee. PLCs focus on student data, sharing of best practices,rigorous activities, and help to strengthen individual teachers, grade levels and the school as a whole.

Technology

Technology Summary

Edward K. Downing Elementary has interactive projectors, document cameras, Smart TV, and WIFI system in every classroom. Every child will have 1 to 1 technology. Each teacher is assigned a laptop with a docking station.

Technology Strengths

Edward K. Downing Elementary has interactive projectors, document cameras, Smart TV, and WIFI system in every classroom. Each Grade level in grades K-2 have 30 IPADS and each K-2 classroom has 6 kindle fire HD tablets. Each grade level in grades 3-5 have 50 laptops plus 30 IPADS for the entire 3-5 students. Each teacher is assigned a laptop with a docking station. All teachers have been trained to utilize the equipment.

Problem Statements Identifying Technology Needs

Problem Statement 1 (Prioritized): Large amounts of technology is available from laptops to Ipads to kindles and projectors, but most devices are commonly used for lecture and instruction by the teacher instead of in the hands of students. **Root Cause:** Proper training is needed to assist teachers and aides to utilize better use of technology for the benefit of student engagement and academic success.

Priority Problem Statements

Problem Statement 1: 27% of our economically disadvantage students are meeting grade level standard reading and 24% meet grade level standard in Math.

Root Cause 1: Quality and effective response to intervention has not been consistently implemented.

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: Overall attendance rate 94%

Root Cause 2: Attendance meetings were not held consistently, incentives were only done at the end of the year.

Problem Statement 2 Areas: Demographics

Problem Statement 3: 29% of all students did not meet grade level standards in reading, 28% Hispanic, 35% White,26% EL students, 15% Spec. Ed., 28% Continuously Enrolled, 34% Non-Continuously Enrolled.

Root Cause 3: Tier 1 reading instruction is not taught to the TEKS specificity.

Problem Statement 3 Areas: Student Achievement

Problem Statement 4: Percentage of students not meeting grade level standard for Math was 26% All students, 26% Hispanic, 22% White, 24% Economically Disadvantaged, 26% EL, 12% Special Ed, 29% Special Ed. former, 25% continuously enrolled, 30% Non continuously enrolled

Root Cause 4: Tier 1 math intervention was not taught to the TEKS specificity due to the lack of experience in 4th and 5th grade math teachers.and subject areas.

Problem Statement 4 Areas: Student Achievement

Problem Statement 5: Percentage of students who met grade level standard in Science in all students 22%, Hispanic 23%, White 18%, Eco. Dis. 16%, EL 13%, Continuously enrolled 23%, non continuously enrolled 20%

Root Cause 5: Science is not taught consistently in grades K-5. Last year lab activities were limited.

Problem Statement 5 Areas: Student Achievement

Problem Statement 6: Percentage of students who met grade level standards in writing for all students 9%, Hispanic 7%, White 27%, Eco. Dis. 9%, EL 10%, Continuously Enrolled 8%, Non continuously enrolled 13%

Root Cause 6: Tier 1 writing instruction was not taught across all grade levels and subject areas.

Problem Statement 6 Areas: Student Achievement

Problem Statement 7: Lack of professional growth amongst all professional staff

Root Cause 7: Only 2 Instructional specialist to serve 40 teachers for coaching and therefore spread thin.

Problem Statement 7 Areas: School Culture and Climate

Problem Statement 8: There are 3 vacancies on campus

Root Cause 8: The cost of living in Odessa is at all time high and lack of teacher applicants. Professional growth is lacking. COVID-19 and the oil field industry has decreased significantly.

Problem Statement 8 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 9: Students are not meeting the Meet expectations on assessments.

Root Cause 9: Tier1 instruction is not being delivered with high rigor and engagement with at least 1/3 of the staff due to new staff.

Problem Statement 9 Areas: Curriculum, Instruction, and Assessment

Problem Statement 10: Large amounts of technology is available from laptops to Ipads to kindles and projectors, but most devices are commonly used for lecture and instruction by the teacher instead of in the hands of students.

Root Cause 10: Proper training is needed to assist teachers and aides to utilize better use of technology for the benefit of student engagement and academic success.

Problem Statement 10 Areas: Technology

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Student Achievement Domain
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps
- Federal Report Card Data

Student Data: Assessments

- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Section 504 data
- Gifted and talented data

- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- TTESS data
- T-PESS data
- TTESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data

Goals

Goal 1: Foundational Excellence: Edward K. Downing Elementary will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 1: Edward K. Downing Elementary student attendance rate will increase from 95% to 96% by May 2021 (State average was 95.7% in 2017).

Evaluation Data Sources: District attendance reports

Summative Evaluation: None

Strategy 1: Teachers, registrar and administrators will follow ECISD protocol for students with high absences stating at 3 absences.

Strategy's Expected Result/Impact: Move percentage of attendance to 96%

Staff Responsible for Monitoring: Classroom teacher, registrar, campus admin

Title I Schoolwide Elements: 2.4, 2.6

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Problem Statements:
Demographics 1

Funding Sources:
attendance incentives Local

Formative	Summative
Oct	
Jan	
Mar	May

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Demographics

Problem Statement 1: Overall attendance rate 94% **Root Cause:** Attendance meetings were not held consistently, incentives were only done at the end of the year.

Performance Objective 2: All 2020-21 requests for professional development will include an implementation plan that reflects the financial impact from the initial training to follow up training for years 2 and 3 and include planning for new employees.

Evaluation Data Sources: Professional Development Plans

Summative Evaluation: None

Strategy 1: Each staff member will meet with the campus administration to review professional development needs to continue growth.

Strategy's Expected Result/Impact: 100 % staff has set professional growth and is being measured through conferences by campus admin

Staff Responsible for Monitoring: campus admin and teachers.

Title I Schoolwide Elements: 2.5

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements:
School Culture and Climate 1

Funding Sources:
PD resources Local

Formative	Summative
Oct	May
Jan	
Mar	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

School Culture and Climate

Problem Statement 1: Lack of professional growth amongst all professional staff **Root Cause:** Only 2 Instructional specialist to serve 40 teachers for coaching and therefore spread thin.

Performance Objective 3: Special programs will be offered to support the unique needs of students at various social/ emotional levels of functioning in order to promote a safe climate that is conducive to learning.

Targeted or ESF High Priority

Evaluation Data Sources: Program rosters, attendance data, completion

Summative Evaluation: None

Strategy 1: Each class will visit the counselor classroom daily to receive SEL lessons. This will be built into our master schedule.

Strategy's Expected Result/Impact: 100% of the students will receive SEL instruction.

Staff Responsible for Monitoring: counselor, classroom teachers

Title I Schoolwide Elements: 2.5

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction

Problem Statements:
Demographics 1

Funding Sources:
SEL resources Local

Formative	Summative
Oct	
Jan	
Mar	May

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Demographics

Problem Statement 1: Overall attendance rate 94% **Root Cause:** Attendance meetings were not held consistently, incentives were only done at the end of the year.

Performance Objective 4: Improve customer service and community perceptions of Edward K. Downing Elementary from 65% to 80% as measured by a campus created Customer Service Survey by 2024.

Evaluation Data Sources: Pre and Post Surveys
District/Campus Customer Satisfaction Feedback

Summative Evaluation: None

Strategy 1: continue to communicate with community through "coffee with the principal" social media and parent teacher conferences.

Strategy's Expected Result/Impact: move perceptions of campus from 65 to 80%

Staff Responsible for Monitoring: campus admin and teachers

Title I Schoolwide Elements: 3.1

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Problem Statements:
Demographics 1

Funding Sources:
Parent communication resources Local

Formative	Summative
Oct	May
Jan	
Mar	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Demographics

Problem Statement 1: Overall attendance rate 94% **Root Cause:** Attendance meetings were not held consistently, incentives were only done at the end of the year.

Performance Objective 5: Streamline the flow of communication so that teachers and parents are efficiently directed to the proper department in order to have their questions answered in a timely manner.

Evaluation Data Sources: staff and parent survey

Summative Evaluation: None

Strategy 1: Parent newsletter to go out on a bi weekly basis.

Strategy's Expected Result/Impact: 100% of parents receive the newsletter.

Staff Responsible for Monitoring: campus admin

Title I Schoolwide Elements: 3.1

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Problem Statements:
Demographics 1

Funding Sources:
Parent communication and newsletter resources Local

Formative	Summative
Oct	May
Jan	
Mar	

 No Progress Accomplished Continue/Modify Discontinue

Demographics

Problem Statement 1: Overall attendance rate 94% **Root Cause:** Attendance meetings were not held consistently, incentives were only done at the end of the year.

Performance Objective 6: Encourage partnerships with community health-based agencies and individuals as educational resources to improve the wellness of Edward K. Downing students, faculty, staff, and their families.

Evaluation Data Sources: presentations to the students

Summative Evaluation: None

Strategy 1: MCH and ORH will be invited to come provide health guidelines for all students.
Holding Career Day for all grade levels.

Strategy's Expected Result/Impact: 100% of students receive the information of various careers

Staff Responsible for Monitoring: Grade level teachers

Title I Schoolwide Elements: 2.5, 3.1

TEA Priorities: Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum

Problem Statements:
Demographics 1
Curriculum, Instruction, and Assessment 1
Technology 1

Funding Sources:
Career Day resources Local

Formative	Summative
Oct	
Jan	
Mar	May

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Demographics

Problem Statement 1: Overall attendance rate 94% **Root Cause:** Attendance meetings were not held consistently, incentives were only done at the end of the year.

Curriculum, Instruction, and Assessment

Problem Statement 1: Students are not meeting the Meet expectations on assessments. **Root Cause:** Tier1 instruction is not being delivered with high rigor and engagement with at least 1/3 of the staff due to new staff.

Technology

Problem Statement 1: Large amounts of technology is available from laptops to Ipads to kindles and projectors, but most devices are commonly used for lecture and instruction by the teacher instead of in the hands of students. **Root Cause:** Proper training is needed to assist teachers and aides to utilize better use of technology for the benefit of student engagement and academic success.

Goal 2: Invest in Talent: Edward K. Downing Elementary will recruit, develop and retain highly-effective individuals who are invested in looking at tomorrow to inform their practices today.

Performance Objective 1: By May 2021, the Edward K Downing teacher turnover rate will decrease from 27% to 10% (state turnover rate is 16.6%).

Evaluation Data Sources: TAPR
System Data
Exit Survey Data

Summative Evaluation: None

Strategy 1: EKD is using TalentEd to hire incoming teachers. EKD is visiting with teachers in the Odessa Pathway to Teaching program.

Strategy's Expected Result/Impact: 100% of all campus vacancies filled

Staff Responsible for Monitoring: campus admin

Title I Schoolwide Elements: 2.5

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements:
Staff Quality, Recruitment, and Retention 1

Funding Sources:
Talent Ed Local

Formative	Summative
Oct	May
Jan	
Mar	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Staff Quality, Recruitment, and Retention

Problem Statement 1: There are 3 vacancies on campus **Root Cause:** The cost of living in Odessa is at all time high and lack of teacher applicants. Professional growth is lacking. COVID-19 and the oil field industry has decreased significantly.

Performance Objective 2: Implement Opportunity Culture at all grade levels. Recruiting and hiring a Multi-Classroom Leader at each grade level and a Reach associate at each grade level

Evaluation Data Sources: Staffing report

Summative Evaluation: None

Strategy 1: Multi Classroom Leaders hire at each grade level with a Reach associate	
Strategy's Expected Result/Impact: Each grade level has a MCL and Reach Associate. **Staff Responsible for Monitoring:** Campus Admin **Title I Schoolwide Elements:** 2.5 **TEA Priorities:** Recruit, support, retain teachers and principals **ESF Levers:** Lever 1: Strong School Leadership and Planning **Problem Statements:** School Culture and Climate 1 Staff Quality, Recruitment, and Retention 1 Curriculum, Instruction, and Assessment 1 **Funding Sources:** Staffing position salaries Local	**Formative** **Oct** **Jan** **Mar** **Summative** **May**

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

School Culture and Climate

Problem Statement 1: Lack of professional growth amongst all professional staff **Root Cause:** Only 2 Instructional specialist to serve 40 teachers for coaching and therefore spread thin.

Staff Quality, Recruitment, and Retention

Problem Statement 1: There are 3 vacancies on campus **Root Cause:** The cost of living in Odessa is at all time high and lack of teacher applicants. Professional growth is lacking. COVID-19 and the oil field industry has decreased significantly.

Curriculum, Instruction, and Assessment

Problem Statement 1: Students are not meeting the Meet expectations on assessments. **Root Cause:** Tier1 instruction is not being delivered with high rigor and engagement with at least 1/3 of the staff due to new staff.

Goal 3: Learning Journey: Edward K. Downing Elementary will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. Edward K. Downing Elementary will equip students to be adaptable in an ever-changing society.

Performance Objective 1: Students achieving the Meets Standard on state assessments will increase from 24% to 34% across all tested grade levels and content areas by May 2020.

Targeted or ESF High Priority

Evaluation Data Sources: State Accountability 2020-2021

Summative Evaluation: None

Strategy 1: PLCs held weekly to review instructional strategies

Strategy's Expected Result/Impact: Improve our meet grade level standard by 10% compared to 2019 STAAR results.

Staff Responsible for Monitoring: campus admin

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Comprehensive Support Strategy

Targeted Support Strategy

Problem Statements:
School Culture and Climate 1
Technology 1

Funding Sources:
RTI resources and classroom Tier 1 resources Local

Formative	Summative
Oct	May
Jan	
Mar	

Strategy 2: Implement a data system used to measure the amount of growth for all students K-5

Strategy's Expected Result/Impact: Become 100% knowledgeable for students's performance and growth. Teachers will then develop more targeted instruction

Staff Responsible for Monitoring: After each unit assessment and DBA. and final results of STAAR by campus admin and classroom teachers

Title I Schoolwide Elements: 2.4, 2.6

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Comprehensive Support Strategy

Targeted Support Strategy

Problem Statements:
School Culture and Climate 1
Curriculum, Instruction, and Assessment 1
Technology 1

Funding Sources:
resources for data wall such as cards, printer ink, pocket charts Title One School-wide $20,000

Formative
Oct
Jan
Mar
Summative
May

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

School Culture and Climate

Problem Statement 1: Lack of professional growth amongst all professional staff **Root Cause:** Only 2 Instructional specialist to serve 40 teachers for coaching and therefore spread thin.

Curriculum, Instruction, and Assessment

Problem Statement 1: Students are not meeting the Meet expectations on assessments. **Root Cause:** Tier1 instruction is not being delivered with high rigor and engagement with at least 1/3 of the staff due to new staff.

Technology

Problem Statement 1: Large amounts of technology is available from laptops to Ipads to kindles and projectors, but most devices are commonly used for lecture and instruction by the teacher instead of in the hands of students. **Root Cause:** Proper training is needed to assist teachers and aides to utilize better use of technology for the benefit of student engagement and academic success.

Performance Objective 2: Students achieving the Masters Standard on state assessments will increase from 10% to 20% across all tested grade levels and content areas by May 2021.

Evaluation Data Sources: State Accountability 2020-2021

Summative Evaluation: None

Strategy 1: EKD instructional staff will improve the quality of Tier 1 instruction. Teacher will be trained in depth and complexity and teaching to the level of the TEKS

Strategy's Expected Result/Impact: Improve our meet grade level standard by 10% based on 2019 STAAR results.

Staff Responsible for Monitoring: PLCs held weekly to review instructional strategies

Title I Schoolwide Elements: 2.4, 2.6

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements:
Student Achievement 1, 2, 3, 4, 5

Funding Sources:
instructional materials Local

Formative
Oct
Jan
Mar
Summative
May

Strategy 2: Implement a data system used to measure the amount of growth for all students K-5

Strategy's Expected Result/Impact: Become 100% knowledgeable for students's performance and growth. Teachers will then develop more targeted instruction

Staff Responsible for Monitoring: All instructional staff

Title I Schoolwide Elements: 2.4, 2.6

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Comprehensive Support Strategy

Targeted Support Strategy

Problem Statements:
Curriculum, Instruction, and Assessment 1

Funding Sources:
data system resources Local

Formative
Oct
Jan
Mar
Summative
May

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Student Achievement

Problem Statement 1: 27% of our economically disadvantage students are meeting grade level standard reading and 24% meet grade level standard in Math. **Root Cause:**

Quality and effective response to intervention has not been consistently implemented.

Problem Statement 2: 29% of all students did not meet grade level standards in reading, 28% Hispanic, 35% White,26% EL students, 15% Spec. Ed., 28% Continuously Enrolled, 34% Non-Continuously Enrolled. **Root Cause:** Tier 1 reading instruction is not taught to the TEKS specificity.

Problem Statement 3: Percentage of students not meeting grade level standard for Math was 26% All students, 26% Hispanic, 22% White, 24% Economically Disadvantaged, 26% EL, 12% Special Ed, 29% Special Ed. former, 25% continuously enrolled, 30% Non continuously enrolled **Root Cause:** Tier 1 math intervention was not taught to the TEKS specificity due to the lack of experience in 4th and 5th grade math teachers.and subject areas.

Problem Statement 4: Percentage of students who met grade level standard in Science in all students 22%, Hispanic 23%, White 18%, Eco. Dis. 16%, EL 13%, Continuously enrolled 23%, non continuously enrolled 20% **Root Cause:** Science is not taught consistently in grades K-5. Last year lab activities were limited.

Problem Statement 5: Percentage of students who met grade level standards in writing for all students 9%, Hispanic 7%, White 27%, Eco. Dis. 9%, EL 10%, Continuously Enrolled 8%, Non continuously enrolled 13% **Root Cause:** Tier 1 writing instruction was not taught across all grade levels and subject areas.

Curriculum, Instruction, and Assessment

Problem Statement 1: Students are not meeting the Meet expectations on assessments. **Root Cause:** Tier1 instruction is not being delivered with high rigor and engagement with at least 1/3 of the staff due to new staff.

Performance Objective 3: Students achieving the Meets Standard on the state assessments in Reading and Writing will increase by 10% by May 2020.
3rd Grade Reading from 35% to 45%
4th Grade Reading from 23% to 33%
5th Grade Reading from 26% to 36%
4th Grade Writing from 8% to 18%.

Targeted or ESF High Priority

Evaluation Data Sources: State Accountability 2020-2021

Summative Evaluation: None

Strategy 1: Continue to use Balanced Literacy framework in all ELAR classrooms

Strategy's Expected Result/Impact: Increase STAAR ELAR by 10%

Staff Responsible for Monitoring: classroom teachers

Title I Schoolwide Elements: 2.4, 2.6

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements:
Student Achievement 1, 2

Funding Sources:
Balanced Literacy Materials Local

Formative
Oct
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Summative
May

Strategy 2: Intervention Time continue to be used at the beginning and end of the day.

Strategy's Expected Result/Impact: Move MAP growth by 30%

Staff Responsible for Monitoring: classroom teachers and campus admin

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements:
Student Achievement 2, 5

Funding Sources:
Intervention materials and tutorial pay for teachers
Title One School-wide

Formative
Oct
Jan
Mar
Summative
May

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Student Achievement

Problem Statement 1: 27% of our economically disadvantage students are meeting grade level standard reading and 24% meet grade level standard in Math. **Root Cause:** Quality and effective response to intervention has not been consistently implemented.
Problem Statement 2: 29% of all students did not meet grade level standards in reading, 28% Hispanic, 35% White,26% EL students, 15% Spec. Ed., 28% Continuously Enrolled, 34% Non-Continuously Enrolled. **Root Cause:** Tier 1 reading instruction is not taught to the TEKS specificity.
Problem Statement 5: Percentage of students who met grade level standards in writing for all students 9%, Hispanic 7%, White 27%, Eco. Dis. 9%, EL 10%, Continuously Enrolled 8%, Non continuously enrolled 13% **Root Cause:** Tier 1 writing instruction was not taught across all grade levels and subject areas.

Performance Objective 4: Students achieving the Meets Standard on state assessments in Math will increase by 10% in each tested grade level by May 2020.
3rd Grade Math from 25% to 35%
4th Grade Math from 20% to 30%
5th Grade Math from 28% to 38%

Evaluation Data Sources: State Accountability 2020-2021

Summative Evaluation: None

Strategy 1: Guided Math and Number talks will continue to be used in all math classrooms

Strategy's Expected Result/Impact: Increase STAAR Math by 10%

Staff Responsible for Monitoring: Classroom teachers will conduct:
classroom assessments - exit tickets
Unit assessments
Map growth assessments

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Comprehensive Support Strategy

Targeted Support Strategy

Problem Statements:
Student Achievement 3

Funding Sources:
number talk and guided math materials Local

Formative	Summative
Oct	May
Jan	
Mar	

Strategy 2: EKD instructional staff will impove the quality of Tier 1 instruction. Teacher will be trained in depth and complexity and teaching to the level of the TEKS

Strategy's Expected Result/Impact: Improve our meet grade level standard by 10% based on 2019 STAAR results.

Staff Responsible for Monitoring: PLCs held weekly to review instructional strategies

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Comprehensive Support Strategy

Targeted Support Strategy

Problem Statements:
Student Achievement 2, 3, 4, 5
School Culture and Climate 1
Curriculum, Instruction, and Assessment 1

Funding Sources:
Scope and Sequence, TEKS resource system, map growth assessment data Local

Formative
Oct
Jan
Mar
Summative
May

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Student Achievement

Problem Statement 2: 29% of all students did not meet grade level standards in reading, 28% Hispanic, 35% White,26% EL students, 15% Spec. Ed., 28% Continuously Enrolled, 34% Non-Continuously Enrolled. **Root Cause:** Tier 1 reading instruction is not taught to the TEKS specificity.

Problem Statement 3: Percentage of students not meeting grade level standard for Math was 26% All students, 26% Hispanic, 22% White, 24% Economically Disadvantaged, 26% EL, 12% Special Ed, 29% Special Ed. former, 25% continuously enrolled, 30% Non continuously enrolled **Root Cause:** Tier 1 math intervention was not taught to the TEKS specificity due to the lack of experience in 4th and 5th grade math teachers.and subject areas.

Problem Statement 4: Percentage of students who met grade level standard in Science in all students 22%, Hispanic 23%, White 18%, Eco. Dis. 16%, EL 13%, Continuously enrolled 23%, non continuously enrolled 20% **Root Cause:** Science is not taught consistently in grades K-5. Last year lab activities were limited.

Problem Statement 5: Percentage of students who met grade level standards in writing for all students 9%, Hispanic 7%, White 27%, Eco. Dis. 9%, EL 10%, Continuously Enrolled 8%, Non continuously enrolled 13% **Root Cause:** Tier 1 writing instruction was not taught across all grade levels and subject areas.

School Culture and Climate

Problem Statement 1: Lack of professional growth amongst all professional staff **Root Cause:** Only 2 Instructional specialist to serve 40 teachers for coaching and therefore spread thin.

Curriculum, Instruction, and Assessment

Problem Statement 1: Students are not meeting the Meet expectations on assessments. **Root Cause:** Tier1 instruction is not being delivered with high rigor and engagement with at least 1/3 of the staff due to new staff.

Performance Objective 5: Students achieving the Meets Standard on state assessments in Science will increase by 5% by May 2021. 5th Science from 22% to 32%.

Evaluation Data Sources: State Accountability 2020-2021

Summative Evaluation: None

Strategy 1: EKD instructional staff will improve the quality of Tier 1 instruction. Teacher will be trained in depth and complexity and teaching to the level of the TEKS

Strategy's Expected Result/Impact: Improve our meet grade level standard by 10% based on 2019 STAAR results.

Staff Responsible for Monitoring: PLCs held weekly to review instructional strategies by all instructional staff

Title I Schoolwide Elements: 2.4, 2.6

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements:
Student Achievement 1, 2, 3, 4, 5

Funding Sources:
TEKS resource, map growth assessment Local

Formative
Oct
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May

Strategy 2: Implement a data system used to measure the amount of growth for all students K-5

Strategy's Expected Result/Impact: Become 100% knowledgeable for students's performance and growth. Teachers will then develop more targeted instruction

Staff Responsible for Monitoring: All instructional staff after each unit assessment and DBA. and final results of STAAR

Title I Schoolwide Elements: 2.4, 2.6

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements:
Curriculum, Instruction, and Assessment 1

Funding Sources:
map growth assessment Local

Formative
Oct
Jan
Mar
Summative
May

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Student Achievement

Problem Statement 1: 27% of our economically disadvantage students are meeting grade level standard reading and 24% meet grade level standard in Math. **Root Cause:** Quality and effective response to intervention has not been consistently implemented.

Problem Statement 2: 29% of all students did not meet grade level standards in reading, 28% Hispanic, 35% White,26% EL students, 15% Spec. Ed., 28% Continuously Enrolled, 34% Non-Continuously Enrolled. **Root Cause:** Tier 1 reading instruction is not taught to the TEKS specificity.

Problem Statement 3: Percentage of students not meeting grade level standard for Math was 26% All students, 26% Hispanic, 22% White, 24% Economically Disadvantaged,

26% EL, 12% Special Ed, 29% Special Ed. former, 25% continuously enrolled, 30% Non continuously enrolled **Root Cause:** Tier 1 math intervention was not taught to the TEKS specificity due to the lack of experience in 4th and 5th grade math teachers.and subject areas.

Problem Statement 4: Percentage of students who met grade level standard in Science in all students 22%, Hispanic 23%, White 18%, Eco. Dis. 16%, EL 13%, Continuously enrolled 23%, non continuously enrolled 20% **Root Cause:** Science is not taught consistently in grades K-5. Last year lab activities were limited.

Problem Statement 5: Percentage of students who met grade level standards in writing for all students 9%, Hispanic 7%, White 27%, Eco. Dis. 9%, EL 10%, Continuously Enrolled 8%, Non continuously enrolled 13% **Root Cause:** Tier 1 writing instruction was not taught across all grade levels and subject areas.

Curriculum, Instruction, and Assessment

Problem Statement 1: Students are not meeting the Meet expectations on assessments. **Root Cause:** Tier1 instruction is not being delivered with high rigor and engagement with at least 1/3 of the staff due to new staff.

Performance Objective 6: The percentage of At Risk students that will Meet Grade Level Standards will increase from 54% to 64% by May 2020. Accelerated instructional materials & remedial programs will be offered to all At Risk students to help close the achievement gap.

Evaluation Data Sources: State Accountability 2020-2021

Summative Evaluation: None

Strategy 1: RTI hour will be built within the school day. Tier 1, Tier 2, and Tier 3 students will be divided and instructed at their level. LLI kits in English and Spanish will be used for Tier 3 instruction to help close the achievement gap.

Strategy's Expected Result/Impact: 50% reduction of all Tier 3 students. 85% of students in each class will be identified as Tier 1 students.

Staff Responsible for Monitoring: Classroom teachers and campus administrators

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements:
Student Achievement 1, 2, 3, 4, 5

Funding Sources:
Intervention materials Title One School-wide

Formative
Oct
Jan
Mar
Summative
May

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Student Achievement

Problem Statement 1: 27% of our economically disadvantage students are meeting grade level standard reading and 24% meet grade level standard in Math. **Root Cause:** Quality and effective response to intervention has not been consistently implemented.

Problem Statement 2: 29% of all students did not meet grade level standards in reading, 28% Hispanic, 35% White,26% EL students, 15% Spec. Ed., 28% Continuously Enrolled, 34% Non-Continuously Enrolled. **Root Cause:** Tier 1 reading instruction is not taught to the TEKS specificity.

Problem Statement 3: Percentage of students not meeting grade level standard for Math was 26% All students, 26% Hispanic, 22% White, 24% Economically Disadvantaged, 26% EL, 12% Special Ed, 29% Special Ed. former, 25% continuously enrolled, 30% Non continuously enrolled **Root Cause:** Tier 1 math intervention was not taught to the TEKS specificity due to the lack of experience in 4th and 5th grade math teachers.and subject areas.

Problem Statement 4: Percentage of students who met grade level standard in Science in all students 22%, Hispanic 23%, White 18%, Eco. Dis. 16%, EL 13%, Continuously enrolled 23%, non continuously enrolled 20% **Root Cause:** Science is not taught consistently in grades K-5. Last year lab activities were limited.

Problem Statement 5: Percentage of students who met grade level standards in writing for all students 9%, Hispanic 7%, White 27%, Eco. Dis. 9%, EL 10%, Continuously Enrolled 8%, Non continuously enrolled 13% **Root Cause:** Tier 1 writing instruction was not taught across all grade levels and subject areas.

Performance Objective 7: Coordinated School Health requirements in fitness assessment and physical activity levels will be met by end of 2020-21 in all Edward K. Downing Elementary physical education classes.

Evaluation Data Sources: FitnessGram Annual Report

Summative Evaluation: None

Strategy 1: 1) All students participating in PE will track their fitness gram data to measure progress.

Strategy's Expected Result/Impact: 85% of all student who participate in EKD PE classes will have met the fitness gram targets.

Staff Responsible for Monitoring: Fitness gram benchmark results at the BOY, MOY, EOY

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction

Problem Statements:
Demographics 1
Curriculum, Instruction, and Assessment 1

Funding Sources:
Physical Education materials Local

Formative	Summative
Oct	May
Jan	
Mar	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Demographics

Problem Statement 1: Overall attendance rate 94% **Root Cause:** Attendance meetings were not held consistently, incentives were only done at the end of the year.

Curriculum, Instruction, and Assessment

Problem Statement 1: Students are not meeting the Meet expectations on assessments. **Root Cause:** Tier1 instruction is not being delivered with high rigor and engagement with at least 1/3 of the staff due to new staff.

Performance Objective 8: English Learners achieving Advanced and Advanced High Composite Level scores will increase by 5 percentage points for the academic year 2020-2021
.TELPAS Advanced Level from 37.86% to 42.86%
TELPAS Advanced High Level from 9.9% to 14.9%

Targeted or ESF High Priority

Evaluation Data Sources: TELPAS ratings 2021

Summative Evaluation: None

Strategy 1: Classroom teachers will be trained in SIOP strategies to assist students comprehension of the English language.

Strategy's Expected Result/Impact: TELPAS Advanced Level from 37.86% to 42.86%
TELPAS Advanced High Level from 9.9% to 14.9%

Staff Responsible for Monitoring: campus administration

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Comprehensive Support Strategy

Targeted Support Strategy

Problem Statements:
Student Achievement 1, 2, 3, 4, 5

Funding Sources:
Bilingual classroom materials Title Three Bilingual/ ESL

Formative	Summative
Oct	May
Jan	
Mar	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Student Achievement

Problem Statement 1: 27% of our economically disadvantage students are meeting grade level standard reading and 24% meet grade level standard in Math. **Root Cause:** Quality and effective response to intervention has not been consistently implemented.

Problem Statement 2: 29% of all students did not meet grade level standards in reading, 28% Hispanic, 35% White,26% EL students, 15% Spec. Ed., 28% Continuously Enrolled, 34% Non-Continuously Enrolled. **Root Cause:** Tier 1 reading instruction is not taught to the TEKS specificity.

Problem Statement 3: Percentage of students not meeting grade level standard for Math was 26% All students, 26% Hispanic, 22% White, 24% Economically Disadvantaged, 26% EL, 12% Special Ed, 29% Special Ed. former, 25% continuously enrolled, 30% Non continuously enrolled **Root Cause:** Tier 1 math intervention was not taught to the TEKS specificity due to the lack of experience in 4th and 5th grade math teachers.and subject areas.

Problem Statement 4: Percentage of students who met grade level standard in Science in all students 22%, Hispanic 23%, White 18%, Eco. Dis. 16%, EL 13%, Continuously enrolled 23%, non continuously enrolled 20% **Root Cause:** Science is not taught consistently in grades K-5. Last year lab activities were limited.

Problem Statement 5: Percentage of students who met grade level standards in writing for all students 9%, Hispanic 7%, White 27%, Eco. Dis. 9%, EL 10%, Continuously Enrolled 8%, Non continuously enrolled 13% **Root Cause:** Tier 1 writing instruction was not taught across all grade levels and subject areas.

Campus Funding Summary

Local					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	attendance incentives		$0.00
1	2	1	PD resources		$0.00
1	3	1	SEL resources		$0.00
1	4	1	Parent communication resources		$0.00
1	5	1	Parent communication and newsletter resources		$0.00
1	6	1	Career Day resources		$0.00
2	1	1	Talent Ed		$0.00
2	2	1	Staffing position salaries		$0.00
3	1	1	RTI resources and classroom Tier 1 resources		$0.00
3	2	1	instructional materials		$0.00
3	2	2	data system resources		$0.00
3	3	1	Balanced Literacy Materials		$0.00
3	4	1	number talk and guided math materials		$0.00
3	4	2	Scope and Sequence, TEKS resource system, map growth assessment data		$0.00
3	5	1	TEKS resource, map growth assessment		$0.00
3	5	2	map growth assessment		$0.00
3	7	1	Physical Education materials		$0.00
				Sub-Total	$0.00

Title One School-wide					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	1	2	resources for data wall such as cards, printer ink, pocket charts		$20,000.00
3	3	2	Intervention materials and tutorial pay for teachers		$0.00

Title One School-wide					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	6	1	Intervention materials		$0.00
				Sub-Total	$20,000.00
Title Three Bilingual/ ESL					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	8	1	Bilingual classroom materials		$0.00
				Sub-Total	$0.00
				Grand Total	$20,000.00

Addendums

Ector County Independent School District

Murry Fly Elementary

Improvement Plan

2020-2021

Mission Statement

The mission of the ECISD Community, a passionate, unified, world class leader in education, is to develop world ready, life-long learners who discover their unique gifts, achieve personal success, and fuel their community by building unified, comprehensive community support and participation that fosters a standard of excellence: serving as advocate and steward for all students; ensuring relevant teaching, engaged learning, and dynamic innovation; and maximizing all available resources.

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- Goal 1 : Foundational Excellence: ECISD will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices. 14
- Goal 2 : Invest in Talent: ECISD will recruit, develop and retain highly-effective individuals who are invested in looking at tomorrow to inform their practices today. 15
- Goal 3 : Learning Journey: ECISD will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society. 17

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Murry Fly Elementary had 916 students in 2019-2020.

Ethnic Distribution:

African American 8 0.9%

Hispanic 824 89%

White 69 7.5%

American Indian 3 0.3%

Pacific Islander 3 0.3%

Two or More Races 8 0.9%

Asian 1 0.1%

Economically Disadvantaged 674 74%

Non-Educationally Disadvantaged 242 26%

English Language Learners (ELL) 327 41%

Special Ed 69 8.3%

At Risk 509 61.77%

Mobility 59 9.4%

Demographics Strengths

The staff works in collaboration to use data to inform instruction for continuous improvement.

We establish a school environment that improves school safety and discipline through our CHAMPS/PBIS. We have seen a decrease in student discipline referrals each year from using CHAMPS.

We have family and community involvement engagement activities that directly involve parents in student learning activities. Murry Fly has worked hard to close the achivement gap.

Murry Fly was awarded a distinguished designation for comparative academic growth.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Only 80% of students transition to English STAAR reading test in 5th grade. **Root Cause:** Students aren't ready to transition due to the late exit bilingual model.

Student Achievement

Student Achievement Summary

Murry Fly met standard in 3 out of 3 domains this year and received a Distinction Designation for Top 25% Student Progress.

Index 1 was 72 which was 8 points below the target score of 80.

Index 2a was 82 which was 2 points over target score of 80.

Index 3 was a 75 which was 5 points below the target score of 80.

Student Achievement Strengths

Students at Murry Fly showed great gains in domain 2A on the 2019 STAAR test. A significant amount of students met or exceeded progress. 65% of our students met or exceeded progress in reading. 82% of our students met or exceeded progress in math. We got 315 out of 412 possible points.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Despite gains in 3rd grade reading and math, students are still under performing in the area of meets grade level. In 2018 meets grade level for math was 30% and in 2019 it increased to 36%. In 2018 meets grade level for reading was 23% and increased in 2019 to 36%. Our target is 44% for meets grade level in 3rd grade reading and math. Root Cause The level of rigor in 2nd grade is too low. Students are coming into third grade unprepared. **Root Cause:** The level of rigor in 2nd grade is too low. Students are coming into third grade unprepared.

Problem Statement 2: Murry Fly has been identified as needing targeted support for under performing in the area of meets grade level in reading and math. **Root Cause:** Lack of STAAR formatted supplemental resources.

School Culture and Climate

School Culture and Climate Summary

Parent involvement in a student's education increases student achievement. In a low socio-economic home it is very important to have parents involved in their child's education. We hold a variety of activities for parents to try and bridge the gap between home and school. Our Meet the Teacher Night was very successful. We had about 70% of our parents show up. At Murry Fly we hold Parent Orientation Nights to explain our school and teacher expectations. We also show parents how to read the various reports that will come home in the student's red data folder. We have Reading, Math, and Science Nights for parents and students to attend once a semester. One problem area we will continue to address is low class attendance for our students. Fly staff will continue to stress to parents the importance of school attendance and its relationship to academic success.

School Culture and Climate Strengths

The cultural and climate strengths at Murry Fly are directly correlated to the increase in parent/family involvement at our campus. Not only do we have high expectation for our students, we also have high expectations for parent involvement in their child's learning. We regularly communicate with parents about what children are learning as well as to provide opportunities for parents to talk with school personnel about their child and our programs through home visits, family nights, Parent Tech nights, and open up tutoring sessions for parents to attend with their child. At Murry Fly we send home red data folders with the students for the parents to see their istation reports and their benchmark scores. Parents sign these and return them to the teachers. AVID stratagies will be implemented in all classrooms grades K-5.
Murry Fly has a low rate of discipline referrals because of our CHAMPS program.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: In 2020 our attendance rate increased to 95.6%. Our target rate is 96%. **Root Cause:** Parents attribute absences to not knowing how many absences they have, lack of transportation, and parent work schedules. The various incentives and systems in place to increase attendance are inadequate.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

The staff at Murry Fly consist of 3 administrators, 41 teachers, professional support 3 and 5 paraprofessionals. The majority of teachers at Murry Fly have more than 10 years of teaching experience. The breakdown of years experience are: 7.3% 0 years experience, 29.3% 1-5 yrs experience, 14.6% 6-10 yrs experience, 48.9% 10 plus years of experience, and 14.6% of the staff have masters degrees. We retained about 69% of our teachers.

Staff Quality, Recruitment, and Retention Strengths

The majority of teachers have more than 10 years teaching experience, and 15% have masters degrees. In the tested grades, 3-5, we have only certified, highly qualified teachers.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: The shortage of teachers in ECISD has forced us to collapse certain grade levels. **Root Cause:** Community issues- lack highly qualified teachers. Edit Associated Areas

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

At Murry Fly, research based curriculum, instruction and assessments are used to meet the educational needs of our student body. Providing an aligned curriculum for all students in all core subject areas is very important. We also provide opportunities for struggling students with our tutoring, dyslexia services, guided reading, guided math, STRIDE, Istation, to close the achievement gap. Teachers, Instructional specialists, bilingual faculty, dyslexia teachers, tutors, special education personnel, and staff support the programs and intervention services. COGAT, Nagliari, STAAR, unit assessments, benchmarks, Imagine math, Imagine Learning. Lone Star math, and TELPAS help identify students for intervention. Each grade level has an intervention/enrichment time built into their schedule.

Curriculum, Instruction, and Assessment Strengths

Our strength is having a research based aligned curriculum for all students. Our special ed students are in the general ed classrooms with support from inclusion teachers.

AVID strategies will continue in K-5 classrooms for the 2020-2021 school year.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Murry Fly is identified for targeted support and improvement. We did not reach our target score in the percentage of meets grade level in reading and math. Our target score in reading was 44% and we scored 39%. Our target score in math was 46% and we scored 47%, but did not meet the target the previous 2 years. **Root Cause:** Having to use long term subs in the classroom instead of having certified teachers because of the teacher shortage in our district. Edit Associated Areas

Parent and Community Engagement

Parent and Community Engagement Summary

Murry Fly strives to have different activities for parent and community involvement. We have a Meet the Teacher Night that involves the whole community in our area. Parent Orientation/Tech Nights, Parent Math Nights, Parent Science Nights, Parent Reading Nights, Fall Festival, Open House are some of the events that are held at Murry Fly. In the 2018-2019 school year we had 200-300 of our parents at our events. For the 2018-2019 school year we had a meet the Teacher Night and a Parent Orientation Night. For the 2019-2020 school year we had 300-400 parents attend our events.

Parent and Community Engagement Strengths

Familiy and community involvement at Murry Fly continues to show growth, Parent/family and community involvement is strongly encouraged.
Not only do we have high expectation for our students we also have high expectations of parents involvement in their child's learning. We regularly communicate with parents about what children are learning as well as, provide opportunities for parents to talk with school personnel about their child and our programs through home visits, family nights, parent Tech nights, and open up tutoring sessions for parents to attend with their child. The West side community is invited to all school activities making our school the center of our community.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Despite a large student enrollment of 950 students, only 50 parents applied to be volunteers. Of the 50 applicants only 8 followed through and helped on a consistent basis. **Root Cause:** Lack of outreach and communication from the campus in terms of requirements for volunteering and specific areas of needs for the campus.

School Context and Organization

School Context and Organization Summary

Fly Elementary has an in school intervention time in all classrooms K - 5. Data will be reviewed from Imagine math, Imagine Learning, benchmarks, Lone Star Math, unit tests,classroom observeration during RTI meetings. Intervention will address the content areas of Reading, Math, and Science. PLCs are organized by grade levels and will meet to review student data, classroom instruction, and maintenance. PLC will meet weekly during our PLC/Intervention time. CIT will meet once a month to discuss campus goals and review of campus improvement plans. Our Leadership Team will meet once a month to review new campus initiatives and changes needed.

School Context and Organization Strengths

Murry Fly has numerous organization strenghts. Our PLCs meet weekly to review and discuss students' academic needs based on data from unit tests, istation, classroom performance and observations. Fly has a well established, comprehensive data room with info on every student. Data folders are used to communicate with parents on student achievement and progress.

Murry Fly has a well established school wide CHAMPS program which has led to a major decrease in discipline referrals.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Thirty percent of students entering third grade are lacking basic reading and math skills. **Root Cause:** Not all teachers in Prek -2nd grade have been thoroughly trained on early identification through the RTI process.

Technology

Technology Summary

At Murry Fly we strive to make sure our students have the technology available to make them 21st century learners. Computers are in each classroom. This year the campus will be 1:1. We have computer based intervention programs to help students in need such as Imagine Learning and Imagine Math. More technolgy will be added as funds are supplied. Each classroom is equiped with a smartboard, projectors, and document camera.

Technology Strengths

Murry Fly has computer access in each classroom and 100% of the portables. Murry Fly has wireless acess across the campus including all portables. We are at 100% 1:1 in all grade levels.

We provide technology training for all levels and capacities.

Problem Statements Identifying Technology Needs

Problem Statement 1: Teachers have varying levels of technology skills. **Root Cause:** Not all teachers have received the right type of technology training.

Priority Problem Statements

Goals

Goal 1: Foundational Excellence: ECISD will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 1: Fly student attendance rate will increase from 94.6% to 95.4% by May 2021 (State average was 95.4% in 2018).

Evaluation Data Sources: District attendance reports

Summative Evaluation: None

Strategy 1: Attendance contracts will be done on all students that had poor attendance the previous year and 5 or more absences the first semester.

Strategy's Expected Result/Impact: Improved rate of attendance

Staff Responsible for Monitoring: Counselor/attendance clerk/teacher/campus administration

Title I Schoolwide Elements: 2.5, 2.6, 3.1

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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Strategy 2: Murry Fly will have attendance incentives per grade level. The campus will have good attendance prizes every 9 weeks.

Strategy's Expected Result/Impact: Improved rate of attendance

Staff Responsible for Monitoring: Counselor/attendance clerk/teacher/Campus administration

Title I Schoolwide Elements: 2.5, 2.6, 3.1

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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Strategy 3: Utilize technology for remote learning to increase student engagement and attendance. We will embed technology for anytime and anywhere learning.

Strategy's Expected Result/Impact: Increased student engagement and attendance

Staff Responsible for Monitoring: Teachers/ Campus administration

Title I Schoolwide Elements: 2.4, 2.6

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 2: Invest in Talent: ECISD will recruit, develop and retain highly-effective individuals who are invested in looking at tomorrow to inform their practices today.

Performance Objective 1: By May 2021, the Fly teacher turnover rate will decrease from 20% to 16% (state turnover rate is 16.6%).

Evaluation Data Sources: TAPR
System Data
Exit Survey Data

Summative Evaluation: None

Strategy 1: Murry Fly will strive to show our appreciation for each other by celebrating teacher and campus successes. We will publicly praise and acknowledge all teachers and staff.

2.4
Staff surveys, and number of staff resigning at the end of each year.

improved teacher retention

Strategy's Expected Result/Impact: improved teacher retention

Staff Responsible for Monitoring: Campus administration

Title I Schoolwide Elements: 2.4

Problem Statements: None

TEA Priorities: Recruit, support, retain teachers and principals

Funding Sources: None

ESF Levers: Lever 3: Positive School Culture

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Strategy 2: We will support teachers by providing job embedded and individualized professional development to increase teacher effectiveness.

Strategy's Expected Result/Impact: Capitalize on improved teacher retention.

Staff Responsible for Monitoring: Campus Administration

Title I Schoolwide Elements: 2.5

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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Strategy 3: Support teachers by having weekly PLC meetings to provide training and review data.

Strategy's Expected Result/Impact: Increased teacher effectiveness and morale

Staff Responsible for Monitoring: Campus administration

Title I Schoolwide Elements: 2.5

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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Strategy 4: Assign all new teachers to Murry Fly a teacher mentor.

Strategy's Expected Result/Impact: Increased teacher effectiveness

Staff Responsible for Monitoring: Campus administration

Title I Schoolwide Elements: 2.5

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 3: Learning Journey: ECISD will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.

Performance Objective 1: Students achieving the Meets Standard on state assessments will increase from 44% to 47% across all tested grade levels and content areas by May 2021. Student growth measured for 4th and 5th grade reading and math will increase from 76% to 80% by May 2021.

Evaluation Data Sources: State Accountability 2020-2021

Summative Evaluation: None

Strategy 1: Murry Fly will use formal and informal assessments to identify students who are performing at the approaches level. We will focus on these groups to help them get on grade level

Strategy's Expected Result/Impact: Students will demonstrate a 46% Meets rate at the 2021 benchmark.
Students will demonstrate a 78% growth rate at the 2021 benchmark.

Staff Responsible for Monitoring: The progress of the students will be monitored by campus administration and teachers with short cycle assessments, released STAAR tests, and interim assessments.

Title I Schoolwide Elements: 2.4

Problem Statements: None

TEA Priorities: Improve low-performing schools

Funding Sources: None

ESF Levers: None

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Strategy 2: Teachers will participate in PLC's weekly, which will include data studies and strategies for data driven instruction.

Strategy's Expected Result/Impact: Consistent, data driven instruction in classrooms and in tutoring, resulting in an increase in scores on benchmark assessments.

Staff Responsible for Monitoring: Campus administration/ Instructional specialist

Title I Schoolwide Elements: 2.4

Problem Statements: None

TEA Priorities: Improve low-performing schools

Funding Sources: None

ESF Levers: None

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Strategy 3: Guided reading and guided math will be utilized in all K-5 classrooms.

Strategy's Expected Result/Impact: Progressively increasing test scores in short cycle assessments and benchmark tests.

Staff Responsible for Monitoring: Campus administration

Title I Schoolwide Elements: 2.4

Problem Statements: None

TEA Priorities: Improve low-performing schools

Funding Sources: None

ESF Levers: None

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May

Strategy 4: After school tutors will be utilized to pull groups of students based on achievement to increase performance from approaches to meets status.

Strategy's Expected Result/Impact: Students will demonstrate a 47% Meets rate at the 2021 benchmark.

Staff Responsible for Monitoring: Campus administration/Small group tutors

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: None

TEA Priorities: Improve low-performing schools

Funding Sources: None

ESF Levers: None

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 2: Students achieving the Masters Standard on state assessments will increase from 11% to 21% across all tested grade levels and content areas by May 2021.

Evaluation Data Sources: State Accountability 2020-2021

Summative Evaluation: None

Strategy 1: Murry Fly will use formal and informal assessments to identify students who are performing at the "meets" grade level. We will focus on these groups to help them achieve mastery

Strategy's Expected Result/Impact: Progressively increasing test scores in short cycle assessments and benchmark tests.

Staff Responsible for Monitoring: Campus administration/ Instructional coaches/ teachers

Title I Schoolwide Elements: 2.4

Problem Statements: None

TEA Priorities: Improve low-performing schools

Funding Sources: None

ESF Levers: None

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Strategy 2: Guided reading and guided math will be utilized in all K-5 classrooms.

Strategy's Expected Result/Impact: Campus administration

Staff Responsible for Monitoring: Progressively increasing test scores in short cycle assessments and benchmark tests.

Title I Schoolwide Elements: 2.4

Problem Statements: None

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

Funding Sources: None

ESF Levers: None

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Strategy 3: Teachers will participate in PLC's weekly, which will include data studies and strategies for data driven instruction.

Strategy's Expected Result/Impact: Progressively increasing test scores in short cycle assessments and benchmark tests.

Staff Responsible for Monitoring: Campus administration/ Instructional specialist

Title I Schoolwide Elements: 2.4

Problem Statements: None

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

Funding Sources: None

ESF Levers: None

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 3: Students achieving the Meets Standard on the state assessments in Reading will increase by 6% in third grade and 3% in 4th grade by May 2021. Writing will increase by 10% by May 2021.
3rd Grade Reading from 36% to 42%
4th Grade Reading from 40% to 43%
5th Grade Reading from 38% to 48%
4th Grade Writing from 25% to 39%.

Evaluation Data Source(s) :State Accountability 2019, 2020

Evaluation Data Sources: State Accountability 2020-2021

Summative Evaluation: None

Strategy 1: Balanced Literacy framework will be implemented in all ELAR classrooms.

Strategy's Expected Result/Impact: Increase STAAR Writing by 10% and STAAR reading by 6% in 3rd grade and 3% in 4th grade.

Staff Responsible for Monitoring: Campus administration/ instructional specialists

Title I Schoolwide Elements: 2.4

Problem Statements: None

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

Funding Sources: None

ESF Levers: None

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Strategy 2: Teachers will participate in PLC's weekly, which will include data studies and strategies for data driven instruction.

Strategy's Expected Result/Impact: Progressively increasing test scores in short cycle assessments and benchmark tests.

Staff Responsible for Monitoring: Campus administration/ Instructional specialist

Title I Schoolwide Elements: 2.4

Problem Statements: None

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

Funding Sources: None

ESF Levers: None

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Strategy 3: Murry Fly will employ two dyslexia teachers to implement the Take Flight Program.

2.4, 2.5, 2.6
Campus administration/Dyslexia Teacher

Increased reading fluency and better reading scores.

Strategy's Expected Result/Impact: Increased reading fluency and better reading scores.

Staff Responsible for Monitoring: Campus administration/Dyslexia Teacher

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: None

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

Funding Sources: None

ESF Levers: None

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Strategy 4: Murry Fly will employ one instructional Specialist to train teachers on planning and instructional strategies.

2.4, 2.5, 2.6
Campus administration/Instructional Specialists

Increased planning and instructional capacity for all of our teachers. Increased test scores.

Strategy's Expected Result/Impact: Increased planning and instructional capacity for all of our teachers. Increased test scores.

Staff Responsible for Monitoring: Campus administration/Instructional Specialists

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: None

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

Funding Sources: None

ESF Levers: Lever 5: Effective Instruction

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No Progress Accomplished Continue/Modify Discontinue

Performance Objective 4: Students achieving the Meets Standard on state assessments in Math will increase by 10% in 3rd grade and 1% for 4th and 5th grade by May 2020.
3rd Grade Math from 36% to 46%
4th Grade Math from 45% to 46%
5th Grade Math from 49% to 50%

Evaluation Data Sources: State Accountability 2020-2021

Summative Evaluation: None

Strategy 1: Supplemental resources such as Forde and Ferrier, Mentoring Minds, Step up to the TEKS, and STAAR READY will be utilized for both classroom and small group targeted interventions in 2nd-5th grade.

Strategy's Expected Result/Impact: Progressively increasing test scores in short cycle assessments and benchmark tests.

Staff Responsible for Monitoring: Campus administration

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: Lever 5: Effective Instruction

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Strategy 2: Teachers will utilize Lonestar math which targets the TEKS on a daily basis.

Strategy's Expected Result/Impact: Progressively increasing test scores in short cycle assessments and benchmark tests.

Staff Responsible for Monitoring: Campus administration

Title I Schoolwide Elements: 2.4

Problem Statements: None

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

Funding Sources: None

ESF Levers: Lever 5: Effective Instruction

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Strategy 3: Teachers will participate in PLC's weekly, which will include data studies and strategies for data driven instruction.

Strategy's Expected Result/Impact: Progressively increasing test scores in short cycle assessments and benchmark tests.

Staff Responsible for Monitoring: Campus administration

Title I Schoolwide Elements: 2.4

Problem Statements: None

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

Funding Sources: None

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 5: Students achieving the Meets Standard on state assessments in Science will increase by 5% by May 2020. 5th Science from 28% to 33%.

Evaluation Data Sources: State Accountability 2020 -2021

Summative Evaluation: None

Strategy 1: 5th grade science teacher will be required to have at least one hands on lab per week.

Strategy's Expected Result/Impact: increased student engagement and participation

Staff Responsible for Monitoring: Campus administration

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: None

TEA Priorities: Improve low-performing schools

Funding Sources: None

ESF Levers: None

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Strategy 2: 5th grade students will use the mentoring minds supplement resource which includes online assessments.

Strategy's Expected Result/Impact: increased science scores

Staff Responsible for Monitoring: Campus administration/science teacher

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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May

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 6: Telpas progress rate will increase from 34% to 36% by May 2021.

Evaluation Data Sources: State Accountability 2020-2021

Summative Evaluation: None

Strategy 1: Bilingual and ESL students will use the Summit K-12 computer based program twice a week for 30 minutes.

Strategy's Expected Result/Impact: Increased listening, speaking, and reading skills.

Staff Responsible for Monitoring: Campus administration/ Teachers.

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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Strategy 2: Campus will implement dual language one way program PK-3rd grade bilingual students.

Strategy's Expected Result/Impact: Increased English language acquisition.

Staff Responsible for Monitoring: Campus administration/ teachers

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Campus Funding Summary

Addendums

Ector County Independent School District

Goliad Elementary

Improvement Plan

2020-2021

Accountability Rating: Not Rated: Declared State of Disaster

Mission Statement

Mission: Believing our students are the future, the mission of Goliad Elementary & Ector County ISD is to inspire and challenge every student to be prepared for success and to be adaptable in an ever-changing society.

Vision

Goliad's Campus Visiond: Create new learning experiences that are necessary, appropriate and challenging for all students. Students learn to apply something new every day. We will do what is best for students at all times.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

PEIMS DATA REVIEW - FALL PEIMS COLLECTION
GOLIAD ELEMENTARY

	2016-2017	2017-2018	2018-2019	2019-2020	DIFFERENCE
STUDENT DATA					
Total Enrollment	456	478	552	541	-11
Total Membership	456	478	551	541	-10
Early Education	0	0	0	0	0
Pre-Kindergarten	0	0	0	0	0
Kindergarten	77	83	102	88	-14
Grade 1	65	78	92	93	1
Grade 2	81	58	80	97	17
Grade 3	70	84	85	78	-7
Grade 4	95	71	101	79	-22
Grade 5	68	104	92	106	14
Ethnic Distribution					
White	84	81	122	104	-18
Hispanic / Latino	353	367	401	404	3
Black or African American	13	18	20	17	-3
Asian	0	0	0	2	2
American Indian or Alaska Native	0	3	3	2	-1
Native Hawaiian/ Pacific Islander	3	1	1	2	1
Two or More	3	8	5	10	5
Special Populations					
At Risk	274	215	295	408	113
Economic Disadvantaged	347	338	412	435	23
Lep	103	96	112	114	2
Special Education	40	47	52	62	10
Career & Technology Ed	0	0	0	0	0
Bilingual Education	95	90	99	34	-65
ESL Education	8	5	6	3	-3
Alternative Lanuage				69	
Gifted & Talented Education	25	25	24	24	0
Title I	455	478	552	541	-11
Immigrant	8	2	0	3	3
Migrant	0	0	0	1	1
Military Connected	0	0	1	7	6
Foster Care	1	2	0	5	5
Homeless	18	37	18	34	16
Dyslexia	8	6	8	10	2

PEIMS DATA REVIEW - FALL PEIMS COLLECTION
GOLIAD ELEMENTARY

2016-2017 2017-2018 2018-2019 872 2019-2020 DIFFERENCE

STAFF DATA					
STAFF COUNTS, NOT FTE					
Employment Counts	50	70	73	78	5
Full-time Staff	50	70	73	78	5
Role ID Counts					
Instructional	36	36	43	39	-4
Teachers	33	33	39	36	-3
Aides	3	3	5	3	-2
Professional Support	12	8	8	6	-2
Classroom Staff	7	6	5	2	-3
Non-Classroom Staff	5	2	3	4	1
Administrative	2	2	2	2	0
Principal/Assistant Principal	2	2	2	2	0
Other Administrative	0	0	0	0	0

STAFF FTE SUMMARY					
Total Staff	42.7	37.9	42.5	42.5	0.0
Teachers	32.1	29.7	33.0	32.9	-0.1
Professional Support	6.0	3.2	3.8	4.8	1.0
Campus Administration	2.0	2.0	2.0	2.0	0.0
Educational Aides	2.7	3.0	3.7	2.8	-0.9
Auxiliary Staff	N/A	N/A	N/A	N/A	N/A
Personnel by Ethnicity & Sex	42.7	39.9	42.5	42.5	0.0
White	21.6	21.4	17.2	17.3	0.1
Hispanic	19.1	16.7	23.0	24.3	1.3
Black	2.0	1.8	2.2	1.0	-1.2
Other	0.0	0.0	0.0	0.0	0.0
White Male	1.0	1.0	1.0	1.0	0.0
White Female	20.6	20.4	16.2	16.3	0.1
Hispanic Male	0.0	2.0	2.2	3.0	0.8
Hispanic Female	19.1	14.7	20.8	21.3	0.5
Black Male	0.0	0.0	0.0	0.0	0.0
Black Female	2.0	1.8	2.2	1.0	-1.2
Other Male	0.0	0.0	0.0	0.0	0.0
Other Female	0.0	0.0	0.0	0.0	0.0
Teachers by Highest Degree Held					
No Degree	1.0	1.0	6.2	7.0	0.8
Bachelors	23.1	22.0	21.2	20.6	-0.6
Masters	8.0	6.8	5.6	5.3	-0.3
Doctorate	0.0	0.0	0.0	0.0	0.0
Teachers by Years of Experience					
Beginning Teachers	5.0	2.0	7.2	14.0	6.8
1-5 Years Experience	10.0	9.0	8.0	7.1	-0.9

6-10 Years Experience	4.0	4.8	6.0	2.0	-4.0
11-20 Years Experience	6.1	5.8	3.6	4.9	1.3
Over 20 Years Experience	7.0	8.1	8.1	5.0	-3.1
Teachers by Population Served					
Regular Education	23.0	21.6	23.2	25.0	1.8
Career & Technology Education	0.0	0.0	0.0	0.0	0.0
Bilingual/ESL Education	7.0	6.0	6.0	6.0	0.0
Compensatory Education	0.0	0.0	0.9	0.0	-0.9
Gifted & Talented Education	0.0	0.0	0.6	0.9	0.3
Special Education	2.1	2.2	2.4	1.1	-1.3
Other	0.0	0.0	0.0	0.0	0.0

PEIMS DATA REVIEW - FALL PEIMS COLLECTION
GOLIAD ELEMENTARY

	2016-2017	2017-2018	2018-2019	2019-2020	DIFFERENCE
Average Actual Salaries					
Teachers	$48,432.00	$50,208.00	$47,627.00	$49,586.00	$1,959.00
Professional Support	$59,021.00	$60,649.00	$61,258.00	$66,308.00	$5,050.00
Campus Administration	$73,382.00	$71,994.00	$71,088.00	$78,870.00	$7,782.00
Average Teachers Salaries by					
Years of Experience					
Beginning Teachers	$38,818.00	$39,358.00	$30,910.00	$38,026.00	$7,116.00
1-5 Years Experience	$45,865.00	$46,179.00	$47,089.00	$51,605.00	$4,516.00
6-10 Years Experience	$47,750.00	$48,126.00	$50,674.00	$55,777.00	$5,103.00
11-20 Years Experience	$51,316.00	$51,712.00	$55,249.00	$59,713.00	$4,464.00
Over 20 Years Experience	$56,637.00	$57,747.00	$57,793.00	$65,895.00	$8,102.00
Average Experience of Teachers	9.5	12.2	10.4	7.5	-2.9
Average Experience of Teachers					
with District	6.6	8.9	8.1	4.1	-4.0
Student/Teacher Ratio	14.2	16.1	16.7	16.4	-0.3

EMPLOYEE RETENTION PERCENTAGES			
% Remained From Year To Year	Administrators (Principals/Asst. Prin)	Teachers	Instructional Paraprofessionals (Aides)
14/15 to 15/16	50.00%	52.94%	66.67%
15/16 to 16/17	100.00%	65.63%	33.33%
16/17 to 17/18	50.00%	79.31%	33.33%
17/18 to 18/19	50.00%	76.67%	20.00%
18/19 to 19/20	50.00%	50.00%	0.00%

TEACHER EXPERIENCE					
Total Professional Any District	Percent with 0 Years	Percent with 1-5 Years	Percent with 6 -10 Years	Percent with > 10 Years	Percent of Teachers W/Masters Degree
14/15	15.15%	24.24%	6.06%	54.55%	24.24%
15/16	9.38%	21.88%	15.63%	53.13%	21.88%
16/17	3.45%	34.48%	13.79%	48.28%	27.59%
17/18	6.25%	28.13%	15.63%	50.00%	21.88%
18/19	3.33%	26.67%	20.00%	50.00%	26.67%
19/20	4.76%	28.57%	9.52%	57.14%	23.81%

Teacher Retention	**2016-2017**	**2017-2018**	**2018-2019**	**2019-2020**
	65.63%	79.31%	76.67	50.0
Attendance	**2016-2017**	**2017-2018**	**2018-2019**	**2019-2020**
	94.3%	93.1	94.7%	95.4
Discipline Referrals			152	214

Attendance Rate	
2018 - 2019	2019 - 2020
94.3%	95.4%
94.2%	95.5%
94.0%	96.4%
0.0%	96.8%
95.1%	95.5%
99.4%	98.5%
94.3%	95.0%
96.6%	95.4%
94.3%	95.4%
94.7%	95.7%
94.0%	95.2%
94.3%	95.4%
94.2%	95.7%
93.8%	95.2%
95.2%	95.8%
93.7%	95.3%
95.1%	96.2%
0.0%	85.4%
88.2%	92.9%
0.0%	0.0%
92.5%	94.2%
96.2%	95.9%
100.0%	96.7%
0.0%	0.0%
93.7%	95.1%

217 New students to Goliad 19-2020

97 students had a Transfer Factor 19-2020

80.74 Eco Dis 19-2020

Discipline Referrals 214

Demographics Strengths

Goliad's demographics continue to remain constant over the last 5 years. EL population has made good progress and is performing above the district average in all subject areas. Despite challenges, Goliad's attendance increased from 94.3 to 95.4 from 18-19 to 19-20 school year.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Student attendance rate is 95.1 percent which is below district and state averages. **Root Cause:** Lack of communication processes of importance of school attendance and follow up from campus staff to families.

Problem Statement 2: Goliad's discipline referrals continue to be high. **Root Cause:** Lack of teacher experience and constant student mobility create difficulties in sustaining a culture of high expectations and routines.

Problem Statement 3 (Prioritized): Low effective and consistent parent engagement. **Root Cause:** Demands of Goliad working families make it difficult to increase engagement. Lack of school-wide digital platform and expectations not established and communicated effectively by all staff members.

Problem Statement 4 (Prioritized): ISS and OSS placement were assigned to more AA students that make up 8% of the school's population. **Root Cause:** Lack of unconscious bias training and restorative discipline training.

Problem Statement 5 (Prioritized): Inconsistent lesson design and delivery and targeted tiered instruction due to new teachers, bilingual substitutes and student mobility. **Root Cause:** Goliad's teacher vacancy rate continues to be high along with the student mobility rate which was 20.7%.

Student Achievement

Student Achievement Summary

2018-19 Goliad Elementary

All Subjects: 58% Approaches 27% Meets 11% Masters GL

ELA/ Reading: Approaches: 57% Meets:25% Masters:9%

Math Approaches: 67.6% Meets: 35.6% Masters: 14%

Writing Approaches: 39% Meets:7% Masters: 1%

Science Approaches: 54% Meets: 31% Masters: 15%

2019-2020 Spring Benchmark

All Subjects: Approaches 52.81% Meets22.69% Masters 8.40%

ELA/ Reading: Approaches: 59.10% Meets:24.28% Masters:10.56%

Math Approaches: 53.55% Meets: 23.9% Masters:11.19%

Writing Approaches: 51.95% Meets:16.88% Masters: 5.19%

Science Approaches: 46.67% Meets: 25.71% Masters: 6.67%

217 New students to Goliad 19-2020

97 Transfer Factor 19-2020

80.74 Eco Dis 19-2020

Discipline Referrals 214

3rd Grade STAAR Reading Approaches Grade Level											
Year	State	District	Campus	H	W	AA	Asian	2 or More	EcoDis	Special Ed	ELL
2020 Spring Benchmark		58	49.23	62	21	0		100	51	0	85
2019	76	66	53	59	42	20		100	47	25	65
2018	77	69	54	61	63	0		100	57	33	87
2017	73	63	53	54	67	50			48	33	65
4th Grade STAAR Reading Approaches Grade Level											
Year	State	District	Campus	H	W	AA	Asian	2 or More	EcoDis	Special Ed	ELL
2020 Spring Benchmark		59	67								
2019	74	65	52	55	47			100	44	27	62
2018	73	60	48	49	47	0			41	33	40
2017	70	55	35	29	61	0			26	27	22
5th Grade STAAR Reading Approaches Grade Level											
Year	State	District	Campus	H	W	AA	Asian	2 or More	EcoDis	Special Ed	ELL
2020 Spring Benchmark		62	60	60	67	0			58	22	61
2019	77	64	64	62	78	0			53	43	69
2018	84	70	51	51	65	0			43	27	39
2017	82	59	51	48	64	60		100	47	0	55
4th Grade STAAR Writing Approaches Grade Level											
Year	State	District	Campus	H	W	AA	Asian	2 or More	EcoDis	Special Ed	ELL
2020 Spring Benchmark		47	51	57	37	25		50	49	12	80
2019	65	52	Goliad	H	W	AA	Asian	2 or more	Eco Dis	Special Ed	ELL

3rd Grade STAAR Reading Approaches Grade Level											
2018	63	53	39	43	24	0			38	0	69
2017	65	50	40	41	40	0			33	17	40
2016	69	57	23	23	26	0			14	7	30
5th Grade STAAR Science Approaches Grade Level											
Year	State	District	Campus	H	W	AA	Asian	2 or More	EcoDis	Special Ed	ELL
2020 Spring Benchmark		45	46	44	60	0			46	22	50
2019	74	59	52	50	67	0			43	0	56
2018	76	66	47	47	53	25			38	9	52
2017	74	61	28	24	60	20		0	21	0	18
3rd Grade STAAR Math Approaches Grade Level											
Year	State	District	Campus	H	W	AA	Asian	2 or More	EcoDis	Special Ed	ELL
2020 Spring Benchmark		53	34	41	21	0		0	36	0	73
2019	78	66	62	63	63	60		0	60	25	47
2018	78	69	57	58	56	0		100	52	33	73
2017	78	66	57	53	73	50			47	17	69
4th Grade STAAR Math Approaches Grade Level											
Year	State	District	Campus	H	W	AA	Asian	2 or More	EcoDis	Special Ed	ELL
2020 Spring Benchmark		53	50	58	35	0		60	49	30	88
2019	74	64	65	68	59	0		100	62	55	75
2018	78	68	61	56	80	100			54	33	60
2017	76	61	29	27	39	0			19	7	35
5th Grade STAAR Math Approaches Grade Level											
Year	State	District	Campus	H	W	AA	Asian	2 or More	EcoDis	Special Ed	ELL
2020 Spring Benchmark			76								

3rd Grade STAAR Reading Approaches Grade Level											
2019	83	74	76	71	94	100			71	71	81
2018	91	82	70	71	75	25			62	64	74
2017	87	77	75	74	82	100		0	67	60	45
State Assessment Results-Meets											
Grade 3 Reading Meets Grade Level											
Year	State	District	Campus	H	W	AA	Asian	2 or More	EcoDis	Special Ed	ELL
2020 Spring Benchmark		23	17	20	14	0		2	17	0	28
2019	44	33	27	30	26	0		0	23	12	41
2018	43	32	20	21	19	0		0	15	0	47
2017	45	34	22	22	27	0			15	17	24
Grade 4 Reading Meets Grade Level											
Year	State	District	Campus	H	W	AA	Asian	2 or More	EcoDis	Special Ed	ELL
2020 Spring Benchmark			30								
2019	43	33	18	20	11	0		0	15	0	38
2018	46	33	23	22	27	0			17	0	13
2017	44	30	10	9	17	0			3	7	13
Grade 5 Reading Meets Grade Level											
Year	State	District	Campus	H	W	AA	Asian	2 or More	EcoDis	Special Ed	ELL
2020 Spring Benchmark		33	25	27	13	0			22	0	28
2019	51	36	28	25	44	0			18	0	25
2018	54	38	24	23	35	0			15	9	22
2017	48	32	13	10	27	0		100	11	0	18
Grade 3 Math Meets Grade Level											
Year	State	District	Campus	H	W	AA	Asian	2 or More	EcoDis	Special Ed	ELL
2020 Spring Benchmark		18	7	8	7	0			8	0	20

3rd Grade STAAR Reading Approaches Grade Level											
2019	48	35	33	41	21	0			28	12	47
2018	47	36	20	25	6	0			17	0	40
2017	49	37	32	30	40	50			25	0	25
Grade 4 Math Meets Grade Level											
Year	State	District	Campus	H	W	AA	Asian	2 or More	EcoDis	Special Ed	ELL
2020 Spring Benchmark		21	26	32	6	0		40	23	20	56
2019	46	34	37	42	18	0		100	35	9	31
2018	49	36	28	27	33	0			20	0	20
2017	47	32	10	12	6	0			7	7	17
Grade 5 Math Meets Grade Level											
Year	State	District	Campus	H	W	AA	Asian	2 or More	EcoDis	Special Ed	ELL
2020 Spring Benchmark			38								
2019	56	42	35	34	33	50			29	14	37
2018	58	42	21	23	15	25			18	0	30
2017	50	35	10	10	9	20			8	0	9
Grade 5 Science Meets Grade Level											
Year	State	District	Campus	H	W	AA	Asian	2 or More	EcoDis	Special Ed	ELL
2020 Spring Benchmark		19	26	24	33	0			25	11	22
2019	48	32	29	28	33	0		14	25	0	25
2018	41	28	14	13	21	0			6	0	17
2017	42	29	4	4	10	0		0	3	0	0
Grade 4 Writing Meets Grade Level											
Year	State	District	Campus	H	W	AA	Asian	2 or More	EcoDis	Special Ed	ELL
2020 Spring Benchmark		17	17	21	0			25	16	12	53

3rd Grade STAAR Reading Approaches Grade Level											
2019	33	20	7	8	0	0		100	8	0	6
2018	39	29	15	16	13	0			13	0	20
2017	34	23	5	5	5	0			4	0	9
State Assessment Results-Masters											
Grade 3 Reading Masters Grade Level											
Year	State	District	Campus	H	W	AA	Asian	2 or More	EcoDis	Special Ed	ELL
2020 Spring Benchmark		10	5	4	7	0		0	5	0	14
2019	28	19	11	13	11	0		0	5	0	29
2018	25	16	5	7	0	0			4	0	20
2017	29	21	13	11	27	0			11	0	6
Grade 4 Reading Masters Grade Level											
Year	State	District	Campus	H	W	AA	Asian	2 or More	EcoDis	Special Ed	ELL
2020 Spring Benchmark		12	19								
2019	22	15	4	4	6	0			4	0	0
2018	24	16	10	10	13	0			6	0	0
2017	24	14	5	3	11	0			3	8	8
Grade 5 Reading Masters Grade Level											
Year	State	District	Campus	H	W	AA	Asian	2 or More	EcoDis	Special Ed	ELL
2020 Spring Benchmark		15	8	9	0	0			7	0	11
2019	29	16	9	9	11	0			9	0	0
2018	26	13	7	8		0			7		
2017	25	15	0	0		0			0		
Grade 3 Math Masters Grade Level											
Year	State	District	Campus	H	W	AA	Asian	2 or More	EcoDis	Special Ed	ELL
2020 Spring Benchmark		5	1	0	7	0			1	0	0

3rd Grade STAAR Reading Approaches Grade Level											
2019	24	16	16	17	21	0		0	11	13	18
2018	23	16	7	9	0	0			5	0	13
2017	26	17	10	9	13	0			9	0	0
Grade 4 Math Masters Grade Level											
Year	State	District	Campus	H	W	AA	Asian	2 or More	EcoDis	Special Ed	ELL
2020 Spring Benchmark		9	13	20	0	0		0	10	10	43
2019	28	18	13	14	12	0			11	9	19
2018	27	16	5	5	7	0			6	0	0
2017	27	16									
Grade 5 Math Masters Grade Level											
Year	State	District	Campus	H	W	AA	Asian	2 or More	EcoDis	Special Ed	ELL
2020 Spring Benchmark			20								
2019	36	23	13	12	16	0			9	0	19
2018	30	18									
2017	24	15									
Grade 5 Science Masters Grade Level											
Year	State	District	Campus	H	W	AA	Asian	2 or More	EcoDis	Special Ed	ELL
2020 Spring Benchmark		8	6	4	13	0			6	0	5
2019	23	14	15	11	31	0			16	0	13
2018	17	9	4	3	11				1	0	5
2017	18	10	3	3	10	0			3	0	0

Student Achievement Strengths

El population made great progress and demonstrated mastery in many standards in all grades in Reading and Math. Based on benchmark results and data, Goliad was on target to meet standard. Our 4th and 5th grade students had already achieved higher passing rates in February's benchmark comapared to 2019 first administration.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): Lack of teacher content knowledge, lack of experience in planning and lack of experience in executing effective and consistent lesson delivery. **Root Cause:** Average experience of teachers at Goliad that have been in ECISD is 4 years along with 13 vacancies.

Problem Statement 2 (Prioritized): Varied knowledge on use of technology for instruction and learning. **Root Cause:** Lack of knowledge and effective planning and delivery of instruction using technology apps, resources and platforms.

Problem Statement 3 (Prioritized): Based on Spring 2020 benchmark data, 53% of all student achieved the approaches level on all subjects. **Root Cause:** Average experience of teachers at Goliad that have been in ECISD is 4 years along with 13 vacancies

Problem Statement 4 (Prioritized): African Americans and Special Education population scored lower than other subgroups in all subjects. **Root Cause:** Lack of intentional monitoring and intervention of subgroups.

School Culture and Climate

School Culture and Climate Summary

Goliad Elementary has an average of 515 students with 30 classroom teachers, 1 PE teacher, 1 Music Teacher, 1 Special Education Teacher and an aide, 2 reading coaches, instrucitonal specialist, dyslexia teacher, counselor and media specialist for the 2020-2021 school year. This year average will be 4 classrooms per grade level, 3 monolingual and 1 bilingual. This year we will be adding Pre-Kindergarten, 2 monolingual and 1 bilingual teacher.

School Culture and Climate Strengths

Goliad Elementary participates in all district parental involvement initiatves such as VIPS, PTA, Family Math and Reading Nights. All Title One parental involvement activities are also completed, such as parent compact meetings, parent surveys and report cards, as well as Meet the Teacher, Open House, Parent Orientation Meeting and Parent Conferences by all teachers. We have a community partnership with Kingston Avenue Baptist Church and Farmers Insurance.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1 (Prioritized): Conscious Discipline is not fully implemented in all classrooms. **Root Cause:** Lack of ongoing training and many new staff members.

Problem Statement 2 (Prioritized): Lack of teacher and leadership support along with high student mobility rates creates a climate of constant change that makes it difficult to sustain systems **Root Cause:** High turnover rate of staff and student mobility rates due to other job opportunities for staff and student families. .

Problem Statement 3 (Prioritized): CHAMPS expectations are not consistently taught, implemented and enforced by all staff. **Root Cause:** Inadequate follow through form administration and staff.

Problem Statement 4 (Prioritized): AVID implementation is insconsistent schoolwide. **Root Cause:** Lack of teacher training and plan for implementation.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

ECISD utilizes a variety of recruiting strategies to grow staff; including, alternative certification programs, college fairs, Odessa Pathways and intrastate teacher fairs. Additionally, the district posts available positions on a variety of websites. ECISD undergoes a hiring process which ensures that candidates are credentialed for the positions they are seeking. Professional development provides staff with the tools needed to intervene and enrich the learning of all subgroups. Retention strategies include longevity pay, stipends for special program areas, and stipends for education beyond position requirement. Finally, the district uses staff recognition programs in conjunction with other retention strategies.

At Goliad our goal is to increase the number of highly qualified teachers and instructional paraprofessionals.

EMPLOYEES			
	Administrators (Principals/Asst. Prin)	Teachers	Instructional Paraprofessionals (Aides)
14/15	2	33	3
15/16	2	32	3
16/17	2	29	3
17/18	2	32	3
18/19	2	30	5
19/20	2	21	3

EMPLOYEE RETENTION PERCENTAGES			
% Remained From Year To Year	Administrators (Principals/Asst. Prin)	Teachers	Instructional Paraprofessionals (Aides)
14/15 to 15/16	50.00%	52.94%	66.67%
15/16 to 16/17	100.00%	65.63%	33.33%
16/17 to 17/18	50.00%	79.31%	33.33%
17/18 to 18/19	50.00%	76.67%	20.00%
18/19 to 19/20	50.00%	50.00%	0.00%

TEACHER EXPERIENCE					
Total Professional Any District	Percent with 0 Years	Percent with 1-5 Years	Percent with 6 -10 Years	Percent with > 10 Years	Percent of Teachers W/Masters Degree
14/15	15.15%	24.24%	6.06%	54.55%	24.24%
15/16	9.38%	21.88%	15.63%	53.13%	21.88%

16/17	3.45%	34.48%	13.79%	48.28%	27.59%
17/18	6.25%	28.13%	15.63%	50.00%	21.88%
18/19	3.33%	26.67%	20.00%	50.00%	26.67%
19/20	4.76%	28.57%	9.52%	57.14%	23.81%

Staff Quality, Recruitment, and Retention Strengths

Goliad staff supports teachers in the classroom to expand their knowledge in content and lesson delivery. Many campus activities are conducted to build staff culture such as Monthly Birthday Lunches, Teacher of the week, jeans passes, positive notes in teacher boxes, postcards home, recognition of staff members, book studies, team building events and other activities to keep morale high on the campus

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1 (Prioritized): Teacher vacancies continue to be an issue for Goliad which had been difficult on recruiting and retaining teachers at Goliad. **Root Cause:** Oil industry, cost of living, other job opportunities within the district and COVID.

Problem Statement 2 (Prioritized): There is no formal plan to support teachers' ongoing needs. **Root Cause:** Lack of staff to provide necessary support for teachers.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Research based best practiced curriculum, instruction and assessment are integral components to meeting the educational needs of our student body. Providing an aligned curriculum for all students in all core subject areas is vital and must be reinforced within tutoring, dyslexia services, balanced literacy, guided math, Map, Brainchild and reading services to close the achievement gap. Additionally, resource allocations in the form of textbooks, supplemental materials and classroom technology use contribute to student performance by providing tools to utilize when educating students. Teachers, dyslexia teachers, tutors and special education personnel support the programs and intervention services which allow for the opportunity to close the achievement gap. COGAT, Naglieri, STAAR, SBAs, DBAs, unit assessments, Map, Circle, and TELPAS assessments allow for early identification of need and potential targets for intervention.

Curriculum, Instruction, and Assessment Strengths

Goliad Elementary will focus on following the District adopted resources and Scope and Sequence with fidelity. We will utilize district strategies such as KNOW SHOW and Data Process Protocol and consistently implement Relay practices for effective planning and delivery. All teachers will utilize district planning resources to execute rigorous lessons and student application.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): Professional development provided is quick with minimal follow up from departments. **Root Cause:** Lack of quality and effective professional development follow up, excessive district mandates and changing expectations result in poor teacher development.

Problem Statement 2 (Prioritized): Lesson planning lacks rigor and effective lesson delivery is not consistent. **Root Cause:** Lack of teacher experience, content knowledge and expertise hinder lesson planning, lesson delivery and student achievement.

Problem Statement 3 (Prioritized): Teachers have little to no experience implementing a successful SEL curriculum. **Root Cause:** Lack of training in social emotional learning strategies.

Parent and Community Engagement

Parent and Community Engagement Summary

Monthly Community Engagement activities such as Literacy, Math and Science Nights, Music Programs. Fall Festival, Spring Festival, PS I Love You Workshop, Pastries for Parents, I am Thankful for, Christmas Cards for Kids, 100th Day of School and Field Day, Information Sessions for Parents, Book Fair etc.

Parent and Community Engagement Strengths

Goliad Elementary continues to work on closing the performance gaps with increased family and community involvement through Volunteers in Public Schools, PTA and committee involvement at the campus level. School staff, parents, families, and surrounding communities will be provided with opportunities to work together to improve family and community involvement and to support academic achievement. Goliad will continue Meet the Teacher Night, Parent Orientation, Parent meetings for special area activities, AVID parent involvement activities, Parent Utility training for Title 1 school, Parent Compact, PTA Board will meet and set goals, continue Goliad Twiitter, Facebook, VIPS Recruiting event, and Book Fairs. Goliad will establish school wide platform for parent communication through Seesaw.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 2 (Prioritized): Lack of one school-wide digital platform to be used by all staff to communicate and engage families. **Root Cause:** Administrators did not determine one digital platform to be used to communicate effectively to families.

Problem Statement 3 (Prioritized): Over 50 percent of parents are not actively engaged. **Root Cause:** Lack of opportunities and effective communication to engage families.

School Context and Organization

School Context and Organization Summary

Master schedule has been created to allow for a 45 minute conference period with an additional 45 minute planning once a week. PLCs are held once a week that are data driven and Relay practices and protocols are established and expected. Committees meet as needed to address issues and plan family engagement events. CIT meets monthly to addressa campus needs/concerns and review plan.

School Context and Organization Strengths

Relay implementation of DDI processes and protocols. Goliad is moving forward in planning and supporting teachers with remote and in school learning.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1 (Prioritized): Focused intervention is inconsistent across campus. **Root Cause:** Lack ot teacher experience in developing intervention systems that are consistent and effective.

Technology

Technology Summary

Goliad will ensure that every instructional classroom is outfitted with a standardized technology equipment and that teachers are trained on how to utilize instructional technology in their classroom, such as Chromebook Carts, Smartboards, Google Classroom and Ipads.

Goliad utilizes technological programs to promote student learning and close the achievement gaps. Every classroom classroom is equipped with access to Brainchild, Imagine Math, Imagine Reading, and HMH to assist with tutorials and intervention. E-books provides online books available to students at school and home. Goliad has a computer lab, projector, SmartBoard and document camera in each classroom. Each classroom is equipped with Chromebooks or Ipads for each student to enhance instruction and planning.

Technology Strengths

Goliad replaces classroom and computer lab computer systems on a scheduled basis and increases access to new technology programs as they are developed. The technology specialist provides monthly assistance for teachers on campus. Goliad continues to move forward with technological changes as they arise- having improved our infrastructure to be technology friendly. Goliad replaces classroom and computer lab computer systems on a scheduled basis and increases access to new technology programs as they are developed. ECISD employs instructional technologists to provide training and support for best instructional practices. Goliad will establish a one school-wide digital platform to engage families. Techy Tribe ambassador and tech specialist will hold monthly tech PLCs to help enhance instruction and learning.

Problem Statements Identifying Technology Needs

Problem Statement 2 (Prioritized): Lack of one school-wide digital platform to be used by all staff to communicate and engage families. **Root Cause:** Administrators did not determine one digital platform to be used to communicate effectively to families.

Problem Statement 3 (Prioritized): There is an estimated 20 percent of students that will learn remotely this year and teachers and administrators have little to no experience leading and teaching a fully virtual classroom. **Root Cause:** Lack of experience with synchronous and asynchronous teaching and learning.

Priority Problem Statements

Problem Statement 1: Low effective and consistent parent engagement.

Root Cause 1: Demands of Goliad working families make it difficult to increase engagement. Lack of school-wide digital platform and expectations not established and communicated effectively by all staff members.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Lack of teacher content knowledge, lack of experience in planning and lack of experience in executing effective and consistent lesson delivery.

Root Cause 2: Average experience of teachers at Goliad that have been in ECISD is 4 years along with 13 vacancies.

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: ISS and OSS placement were assigned to more AA students that make up 8% of the school's population.

Root Cause 3: Lack of unconscious bias training and restorative discipline training.

Problem Statement 3 Areas: Demographics

Problem Statement 4: Varied knowledge on use of technology for instruction and learning.

Root Cause 4: Lack of knowledge and effective planning and delivery of instruction using technology apps, resources and platforms.

Problem Statement 4 Areas: Student Achievement

Problem Statement 5: Lack of one school-wide digital platform to be used by all staff to communicate and engage families.

Root Cause 5: Administrators did not determine one digital platform to be used to communicate effectively to families.

Problem Statement 5 Areas: Parent and Community Engagement - Technology

Problem Statement 6: Inconsistent lesson design and delivery and targeted tiered instruction due to new teachers, bilingual substitutes and student mobility.

Root Cause 6: Goliad's teacher vacancy rate continues to be high along with the student mobility rate which was 20.7%.

Problem Statement 6 Areas: Demographics

Problem Statement 7: Student attendance rate is 95.1 percent which is below district and state averages.

Root Cause 7: Lack of communication processes of importance of school attendance and follow up from campus staff to families.

Problem Statement 7 Areas: Demographics

Problem Statement 8: Lack of teacher and leadership support along with high student mobility rates creates a climate of constant change that makes it difficult to sustain systems

Root Cause 8: High turnover rate of staff and student mobility rates due to other job opportunities for staff and student families. .

Problem Statement 8 Areas: School Culture and Climate

Problem Statement 9: CHAMPS expectations are not consistently taught, implemented and enforced by all staff.

Root Cause 9: Inadequate follow through form administration and staff.

Problem Statement 9 Areas: School Culture and Climate

Problem Statement 10: Teacher vacancies continue to be an issue for Goliad which had been difficult on recruiting and retaining teachers at Goliad.

Root Cause 10: Oil industry, cost of living, other job opportunities within the district and COVID.

Problem Statement 10 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 11: There is no formal plan to support teachers' ongoing needs.

Root Cause 11: Lack of staff to provide necessary support for teachers.

Problem Statement 11 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 12: Lesson planning lacks rigor and effective lesson delivery is not consistent.

Root Cause 12: Lack of teacher experience, content knowledge and expertise hinder lesson planning, lesson delivery and student achievement.

Problem Statement 12 Areas: Curriculum, Instruction, and Assessment

Problem Statement 13: Teachers have little to no experience implementing a successful SEL curriculum.

Root Cause 13: Lack of training in social emotional learning strategies.

Problem Statement 13 Areas: Curriculum, Instruction, and Assessment

Problem Statement 14: Over 50 percent of parents are not actively engaged.

Root Cause 14: Lack of opportunities and effective communication to engage families.

Problem Statement 14 Areas: Parent and Community Engagement

Problem Statement 15: There is an estimated 20 percent of students that will learn remotely this year and teachers and administrators have little to no experience leading and teaching a fully virtual classroom.

Root Cause 15: Lack of experience with synchronous and asynchronous teaching and learning.

Problem Statement 15 Areas: Technology

Problem Statement 16: Based on Spring 2020 benchmark data, 53% of all student achieved the approaches level on all subjects.

Root Cause 16: Average experience of teachers at Goliad that have been in ECISD is 4 years along with 13 vacancies

Problem Statement 16 Areas: Student Achievement

Problem Statement 17: African Americans and Special Education population scored lower than other subgroups in all subjects.

Root Cause 17: Lack of intentional monitoring and intervention of subgroups.

Problem Statement 17 Areas: Student Achievement

Problem Statement 18: Focused intervention is inconsistent across campus.

Root Cause 18: Lack ot teacher experience in developing intervention systems that are consistent and effective.

Problem Statement 18 Areas: School Context and Organization

Problem Statement 19: Professional development provided is quick with minimal follow up from departments.

Root Cause 19: Lack of quality and effective professional development follow up, excessive district mandates and changing expectations result in poor teacher development.

Problem Statement 19 Areas: Curriculum, Instruction, and Assessment

Problem Statement 20: AVID implementation is insconsistent schoolwide.

Root Cause 20: Lack of teacher training and plan for implementation.

Problem Statement 20 Areas: School Culture and Climate

Problem Statement 21: Conscious Discipline is not fully implemented in all classrooms.

Root Cause 21: Lack of ongoing training and many new staff members.

Problem Statement 21 Areas: School Culture and Climate

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results
- Observation Survey results
- Prekindergarten Self-Assessment Tool
- Texas approved Prekindergarten and Kindergarten assessment data
- Other Prekindergarten and Kindergarten assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

- Other Prekindergarten and Kindergarten assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Highly qualified staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- TTESS data
- T-PESS data
- TTESS data

Parent/Community Data

- Parent surveys and/or other feedback

Goals

Goal 1: Goal 1: Foundational Excellence: ECISD will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 1: Goliad's annual student attendance will increase from 95.4 % in 2020 to 96.0% in 2021.

Evaluation Data Sources: Weekly Attendance Reports
Eduphoria documentation completed by required staff member
Contracts up to date

Summative Evaluation: None

Strategy 1: Parent communication required expectation of student attendance outlined in district policy.

Strategy's Expected Result/Impact: Goliad weekly attendance report will be reviewed by AP and clerk. Staff will follow necessary steps and documentation to improve attendance.

Staff Responsible for Monitoring: Principal
AP
Clerk
Teachers

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements:
Demographics 1
Parent and Community Engagement 2
Technology 2

Funding Sources:
None

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Strategy 2: Staff training on procedures for attendance documentation in Eduphoria and attendance committee will review every 3 weeks.

Strategy's Expected Result/Impact: Attendance committee will review and make appropriate contacts to improve student attendance. Intervention pieces will be placed and monitored.

Staff Responsible for Monitoring: Administrators
Clerk
Teachers
Counselor

Title I Schoolwide Elements: 2.6

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction

Problem Statements:
Demographics 1

Funding Sources:
None

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Strategy 3: Parent Contacts/contracts conducted by designated personnel in a timely manner within one week of needed contact or contract.

Strategy's Expected Result/Impact: Improve student attendance each week.

Staff Responsible for Monitoring: Administrators
Clerk
Teachers
Counselor

Title I Schoolwide Elements: 2.6

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction

Problem Statements:
Demographics 1

Funding Sources:
None

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Strategy 4: Attendance incentives for students every month.

Strategy's Expected Result/Impact: Improve student attendance to be at or above state average.

Staff Responsible for Monitoring: Administrators and teachers

Title I Schoolwide Elements: 2.5

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Problem Statements:
Demographics 1

Funding Sources:
None

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 No Progress Accomplished Continue/Modify Discontinue

Demographics

Problem Statement 1: Student attendance rate is 95.1 percent which is below district and state averages. **Root Cause:** Lack of communication processes of importance of school attendance and follow up from campus staff to families.

Parent and Community Engagement

Problem Statement 1: Lack of one school-wide digital platform to be used by all staff to communicate and engage families. **Root Cause:** Administrators did not determine one digital platform to be used to communicate effectively to families.

Technology

Problem Statement 1: Lack of one school-wide digital platform to be used by all staff to communicate and engage families. **Root Cause:** Administrators did not determine one digital platform to be used to communicate effectively to families.

Performance Objective 2: Goliad staff will provide differentiated processes for priority classrooms/students.

Evaluation Data Sources: Weekly lesson plan feedback using Google Form, walk-through feedback, DDI, assessment progress and data results

Summative Evaluation: None

Strategy 1: Provide students with effective Tier I instruction that is relevant and appropriate for diverse learners in the classroom setting.

Strategy's Expected Result/Impact: Improvement in student growth in all grades and subjects.

Staff Responsible for Monitoring: Teachers and Administrators

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements:
Student Achievement 1
Curriculum, Instruction, and Assessment 2

Funding Sources:
None

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Strategy 2: Reading Coach, and Dyslexia teacher will provide intense, targeted small group instruction to meet student academic needs.

Strategy's Expected Result/Impact: Monitor student progress monthly. Improve student growth.

Staff Responsible for Monitoring: Admin, teachers, reading coaches, and dyslexia teacher and counselor

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements:
School Context and Organization 1

Funding Sources:
Reading Coaches and dyslexia teacher Title One School-wide

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Student Achievement

Problem Statement 1: Lack of teacher content knowledge, lack of experience in planning and lack of experience in executing effective and consistent lesson delivery. **Root Cause:** Average experience of teachers at Goliad that have been in ECISD is 4 years along with 13 vacancies.

Curriculum, Instruction, and Assessment

Problem Statement 2: Lesson planning lacks rigor and effective lesson delivery is not consistent. **Root Cause:** Lack of teacher experience, content knowledge and expertise hinder lesson planning, lesson delivery and student achievement.

School Context and Organization

Problem Statement 1: Focused intervention is inconsistent across campus. **Root Cause:** Lack ot teacher experience in developing intervention systems that are consistent and effective.

Performance Objective 3: Goliad Elementary school will embed technology for anytime, anywhere teaching and learning.

Evaluation Data Sources: lesson plans, walk throughs, student achievement and progress monitoring

Summative Evaluation: None

Strategy 1: Provide teachers with the necessary tools and training to embed technology face to face and remote lessons.

Strategy's Expected Result/Impact: Improve student achievement and teacher lesson delivery.
Increase student participation in all technology platforms.
Campus will purchase and provide teachers with necessary digital tools to enhance at home and in school learning.

Staff Responsible for Monitoring: Admin and teachers

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements:
Curriculum, Instruction, and Assessment 1
Technology 3

Funding Sources:
technology devices such as Ipads, laptops, microphones, headphones, Title One School-wide $15,000

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Strategy 2: Goliad will provide a school wide platform, Seesaw Plus, for all grades PK-5th grade to engage all staff, students and families with remote and in school learning.

Strategy's Expected Result/Impact: An effective and consistent platform to deliver instruction,communication and accountability for students, parents and teachers.

Staff Responsible for Monitoring: School staff

Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements:
Parent and Community Engagement 2
Technology 2

Funding Sources:
School Wide Digital applications Title One School-wide $5,000

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Curriculum, Instruction, and Assessment

Problem Statement 1: Professional development provided is quick with minimal follow up from departments. **Root Cause:** Lack of quality and effective professional

development follow up, excessive district mandates and changing expectations result in poor teacher development.

Parent and Community Engagement

Problem Statement 1: Lack of one school-wide digital platform to be used by all staff to communicate and engage families. **Root Cause:** Administrators did not determine one digital platform to be used to communicate effectively to families.

Technology

Problem Statement 1: Lack of one school-wide digital platform to be used by all staff to communicate and engage families. **Root Cause:** Administrators did not determine one digital platform to be used to communicate effectively to families.

Problem Statement 2: There is an estimated 20 percent of students that will learn remotely this year and teachers and administrators have little to no experience leading and teaching a fully virtual classroom. **Root Cause:** Lack of experience with synchronous and asynchronous teaching and learning.

Performance Objective 4: Goliad Elementary School will provide a safe and supportive learning environment.

Evaluation Data Sources: Relay school culture plans rubric, student data in Eduphoria, and PEIMS data.

Summative Evaluation: None

Strategy 1: All staff will complete all required ethics, safe schools training, trauma, sexual harassment training and other district required training.

Strategy's Expected Result/Impact: A safe and supportive environment.

Staff Responsible for Monitoring: Principals and Leadership Team
Classroom Teachers and Counselor

Title I Schoolwide Elements: 2.6

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers

Problem Statements:
School Culture and Climate 1, 3

Funding Sources:
None

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Strategy 2: Goliad will establish school wide systems, routines and expectations through the use of Relay, Conscious Discipline, CHAMPS, and AVID strategies.

Strategy's Expected Result/Impact: Provide a safe and supportive environment for staff and teachers.

Staff Responsible for Monitoring: Staff

Title I Schoolwide Elements: 2.5, 2.6

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture

Problem Statements:
School Culture and Climate 1, 3, 4

Funding Sources:
Conscious Discipline Resources Title One School-wide $3,500

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Strategy 3: The ECISD comprehensive Guidance and Counseling curriculum will continue to be implemented in PK-5 to implement lessons that will include dating violence, child abuse, bullying, conflict resolution, substance abuse, self efficacy, decision making, behavior and other social-emotional topics.

Strategy's Expected Result/Impact: Students will develop social emotional skills and learn how to self-regulate their emotions. Teachers will develop strategies to reinforce in the classroom.

Staff Responsible for Monitoring: Administrators
Counselor
Classroom Teachers and aides

Title I Schoolwide Elements: 2.6

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Problem Statements:
Curriculum, Instruction, and Assessment 3

Funding Sources:
None

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Strategy 4: ECISD will attach the district's freedom from bullying policy and procedures which includes how to prevent, identify, respond to and report bullying. Administrators will follow all legal requirements pertaining to incidents of bullying. School counselor will provide guidance lessons twice a month and implement programs to include bullying prevention at least twice a year.

Strategy's Expected Result/Impact: Preventive measure established and implemented to prevent bullying. Students will know how to find help from an adult if they are being bullied.

Staff Responsible for Monitoring: Administrators, Classroom Teachers and Counselor

Title I Schoolwide Elements: 2.4

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Problem Statements:
Curriculum, Instruction, and Assessment 3

Funding Sources:
None

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Strategy 5: All School and SAS counselors will be trained yearly in ECISD crisis response procedures. All campus staff will be trained yearly during campus professional development concerning ECISD suicide prevention response procedures.

Strategy's Expected Result/Impact: Administrators and counselor will train staff on suicide prevention response procedures. All staff will take immediate action when a situation arises.

Staff Responsible for Monitoring: All Staff
Administrators
SAS Counselor and School Counselor

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction

Problem Statements:
Curriculum, Instruction, and Assessment 3

Funding Sources:
None

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Strategy 6: Campus-level systems and structures will be developed to monitor/improve disaggregated discipline data regularly to inequities. Committee will review quarterly to examine data and make needed recommendations for changes.

Strategy's Expected Result/Impact: Discipline referrals, OSS and ISS placements will reflect equity among student groups. Teachers will work to examine their biases and how they affect students.

Staff Responsible for Monitoring: Administrators

Title I Schoolwide Elements: 2.6

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Problem Statements:
Demographics 4

Funding Sources:
None

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Demographics

Problem Statement 4: ISS and OSS placement were assigned to more AA students that make up 8% of the school's population. **Root Cause:** Lack of unconscious bias training and restorative discipline training.

School Culture and Climate

Problem Statement 1: Conscious Discipline is not fully implemented in all classrooms. **Root Cause:** Lack of ongoing training and many new staff members.

Problem Statement 3: CHAMPS expectations are not consistently taught, implemented and enforced by all staff. **Root Cause:** Inadequate follow through form administration and staff.

Problem Statement 4: AVID implementation is insconsistent schoolwide. **Root Cause:** Lack of teacher training and plan for implementation.

Curriculum, Instruction, and Assessment

Problem Statement 3: Teachers have little to no experience implementing a successful SEL curriculum. **Root Cause:** Lack of training in social emotional learning strategies.

Performance Objective 5: Goliad will establish and maintain strong partnerships with parents, community, businesses and local partnerships.

Evaluation Data Sources: Parent Survey Responses, Community Partnership documentation

Summative Evaluation: None

Strategy 1: The Campus Improvement Team will include required members who will meet a minimum of 4 times a year.

Strategy's Expected Result/Impact: CIT will be aligned with mandataed representation.
Review and monitor campus plan, vision and goals.

Staff Responsible for Monitoring: Adminstrators and CIT

Title I Schoolwide Elements: 3.1, 3.2

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Problem Statements:
School Culture and Climate 2

Funding Sources:
None

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Strategy 2: Goliad will conduct at least two parent engagement trainings per school year.

Strategy's Expected Result/Impact: Increase parent engagement to help support student achievement.

Staff Responsible for Monitoring: Administrators
CIT
Counselor

Title I Schoolwide Elements: 2.5

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Problem Statements:
Demographics 3

Funding Sources:
Resources/materials needed for family engagement trainings. Title One School-wide $3,000

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Strategy 3: Monthly campus newsletters will be published via Smore will be sent through Seesaw to families. Weekly campus newsletter published via Smore will be sent via email to staff.

Strategy's Expected Result/Impact: School staff and families will have timely information about school activities and learning goals.

Staff Responsible for Monitoring: Principal
AP
Teachers

Title I Schoolwide Elements: None

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Problem Statements:
Parent and Community Engagement 2
Technology 2

Funding Sources:
None

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Strategy 4: Goliad will maintain current school partnerships and will establish at least two additional community partners.

Strategy's Expected Result/Impact: Increase current community partners form 2 to 4.

Staff Responsible for Monitoring: ILT
CIT

Title I Schoolwide Elements: None

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Problem Statements:
Parent and Community Engagement 3

Funding Sources:
None

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Demographics

Problem Statement 3: Low effective and consistent parent engagement. **Root Cause:** Demands of Goliad working families make it difficult to increase engagement. Lack of school-wide digital platform and expectations not established and communicated effectively by all staff members.

School Culture and Climate

Problem Statement 2: Lack of teacher and leadership support along with high student mobility rates creates a climate of constant change that makes it difficult to sustain systems **Root Cause:** High turnover rate of staff and student mobility rates due to other job opportunities for staff and student families. .

Parent and Community Engagement

Problem Statement 1: Lack of one school-wide digital platform to be used by all staff to communicate and engage families. **Root Cause:** Administrators did not determine one digital platform to be used to communicate effectively to families.

Problem Statement 2: Over 50 percent of parents are not actively engaged. **Root Cause:** Lack of opportunities and effective communication to engage families.

Technology

Problem Statement 1: Lack of one school-wide digital platform to be used by all staff to communicate and engage families. **Root Cause:** Administrators did not determine one digital platform to be used to communicate effectively to families.

Performance Objective 6: Goliad will provide the environment conducive to all educational needs in conjunction with the development of a Long-Range Facilities Plan that will move the District forward in the future.

Evaluation Data Sources: Attendance and PEIMS data

Summative Evaluation: None

Strategy 1: Implement universal free feeding to all elementary students.

Strategy's Expected Result/Impact: All students will have access to free breakfast and lunch daily.

Staff Responsible for Monitoring: Cafeteria Manager/Staff
Administrators
Classroom Teachers

Title I Schoolwide Elements: 2.6

Problem Statements: None

TEA Priorities: Improve low-performing schools

Funding Sources:
None

ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 7: Develop the adult collective understanding and shared vision of Social Emotional Learning (SEL) that creates systemic change where SEL can thrive.

Strategy 1: Staff will engage in professional learning about SEL research and practice.

Strategy's Expected Result/Impact: Counselor will conduct training at least three times a year on SEL curriculum.

Staff Responsible for Monitoring: Counselor
Admin

Title I Schoolwide Elements: 2.6

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Problem Statements:
Curriculum, Instruction, and Assessment 3

Funding Sources:
None

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Strategy 2: Classroom teachers will embed SEL strategies daily into their lesson plans and counselor will conduct SEL lesson in classrooms twice a month.

Strategy's Expected Result/Impact: Students will apply SEL strategies to help self-regulate their emotions.

Staff Responsible for Monitoring: Counselor
Admin
Teachers

Title I Schoolwide Elements: 2.6

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Problem Statements:
Curriculum, Instruction, and Assessment 3

Funding Sources:
None

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Strategy 3: Goliad will assemble a Discipline Management Committee to regularly monitor data to revise discipline practices that will reduce disproportional in-school and out of school placements.

Strategy's Expected Result/Impact: Reduce the number of in- school and out of school infractionns.
Reduce the disproportional statistics of student discipline consequences by sub-population.

Staff Responsible for Monitoring: Principal
Discipline Management Committee
Assistant Principal
Counselor

Title I Schoolwide Elements: 2.4, 2.6

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Problem Statements:
Curriculum, Instruction, and Assessment 3

Funding Sources:
None

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Curriculum, Instruction, and Assessment

Problem Statement 3: Teachers have little to no experience implementing a successful SEL curriculum. **Root Cause:** Lack of training in social emotional learning strategies.

Goal 2: Goal 2: Invest in Talent: ECISD will recruit, develop and retain highly-effective individuals who are invested in looking at tomorrow to inform their practices today.

Performance Objective 1: The campus teacher retention rate will increase from 50.0 % in 2020 to 70.0% in 2021

Evaluation Data Sources: walk-throughs, data, surveys

Summative Evaluation: None

Strategy 1: Relay coaching will be implemented by instructional leaders through the use of observation and coaching in order to identify areas of instructional need and teacher growth.

Strategy's Expected Result/Impact: Grow highly effective teachers that result in student performance
Support teacher growth

Staff Responsible for Monitoring: Leadership team

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: None

Problem Statements:
Student Achievement 1, 2

Funding Sources:
None

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Student Achievement

Problem Statement 1: Lack of teacher content knowledge, lack of experience in planning and lack of experience in executing effective and consistent lesson delivery. **Root Cause:** Average experience of teachers at Goliad that have been in ECISD is 4 years along with 13 vacancies.

Problem Statement 2: Varied knowledge on use of technology for instruction and learning. **Root Cause:** Lack of knowledge and effective planning and delivery of instruction using technology apps, resources and platforms.

Performance Objective 2: In 2020-21, Goliad Elementary School will offer a job-embedded, personalized professional learning system for teachers.

Evaluation Data Sources: surveys, feed-back and walkthroughs

Summative Evaluation: None

Strategy 1: Campus administrators will conduct a minimum of 5 documented walk-throughs and provide immediate feedback to support teachers.

Strategy's Expected Result/Impact: Improved learning time
Improve effective teacher planning and delivery
Improve student achievement

Staff Responsible for Monitoring: Leadership Team and principals

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Problem Statements:
Curriculum, Instruction, and Assessment 2
Technology 3

Funding Sources:
None

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Strategy 2: Google Forms will be used twice a month to gather feedback and evidence from teachers in order provide personalized professional development.

Strategy's Expected Result/Impact: Improve instruction and learning. Increase teachers' content knowledge and expertise for effective and rigorous lesson delivery.

Staff Responsible for Monitoring: Leadership and admin team

Title I Schoolwide Elements: 2.4, 2.5, 3.1

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Problem Statements:
Student Achievement 2
Curriculum, Instruction, and Assessment 1, 2

Funding Sources:
None

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0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue

Student Achievement

Problem Statement 2: Varied knowledge on use of technology for instruction and learning. **Root Cause:** Lack of knowledge and effective planning and delivery of instruction using technology apps, resources and platforms.

Curriculum, Instruction, and Assessment

Problem Statement 1: Professional development provided is quick with minimal follow up from departments. **Root Cause:** Lack of quality and effective professional development follow up, excessive district mandates and changing expectations result in poor teacher development.

Problem Statement 2: Lesson planning lacks rigor and effective lesson delivery is not consistent. **Root Cause:** Lack of teacher experience, content knowledge and expertise hinder lesson planning, lesson delivery and student achievement.

Technology

Problem Statement 2: There is an estimated 20 percent of students that will learn remotely this year and teachers and administrators have little to no experience leading and teaching a fully virtual classroom. **Root Cause:** Lack of experience with synchronous and asynchronous teaching and learning.

Goal 3: Goal 3: ECISD will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.

Performance Objective 1: Implement innovative instructional models which enable personalized learning for all students.

Evaluation Data Sources: Map assessment, campus assessments, short cycle assessments, informal and formal assessments.

Summative Evaluation: None

Strategy 1: Implement assessment models that ensure teachers and students are able to monitor their learning and growth. Assessment models will include the following: MAP Growth Assessments, Formative Assessments, and Aggressive Monitoring

Strategy's Expected Result/Impact: Increase student learning and progress each time MAP assessment is adminstered.

Staff Responsible for Monitoring: Administrators
Classroom Teachers
Reading Coach and IS

Title I Schoolwide Elements: 2.4

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements:
Student Achievement 1
Curriculum, Instruction, and Assessment 2

Funding Sources:
None

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Strategy 2: Implement research based instructional models which enable personalized learning for all students, including the following: Blended Learning, Balanced Literacy, Enriched Advanced Academics, and/or Project Based Learning

Strategy's Expected Result/Impact: None

Staff Responsible for Monitoring: Admin
Teachers

Title I Schoolwide Elements: 2.4

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements:
Student Achievement 1
Technology 3

Funding Sources:
None

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Strategy 3: Principal will implement Professional Learning Communities (PLCs) where teams implement the Data-Driven Instructional process, develop TEKS knowledge (Know/Show charts), implement the coaching model of Observation/Feedback, and plan for student mastery of learning objectives through a personalized learning path

Strategy's Expected Result/Impact: Increased effective lesson planning, lesson delivery, focused intervention and student progress measures in established and monitoring.

Staff Responsible for Monitoring: Teachers and administrators

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements:
Demographics 5
Student Achievement 1

Funding Sources:
None

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Demographics

Problem Statement 5: Inconsistent lesson design and delivery and targeted tiered instruction due to new teachers, bilingual substitutes and student mobility. **Root Cause:** Goliad's teacher vacancy rate continues to be high along with the student mobility rate which was 20.7%.

Student Achievement

Problem Statement 1: Lack of teacher content knowledge, lack of experience in planning and lack of experience in executing effective and consistent lesson delivery. **Root Cause:** Average experience of teachers at Goliad that have been in ECISD is 4 years along with 13 vacancies.

Curriculum, Instruction, and Assessment

Problem Statement 2: Lesson planning lacks rigor and effective lesson delivery is not consistent. **Root Cause:** Lack of teacher experience, content knowledge and expertise hinder lesson planning, lesson delivery and student achievement.

Technology

Problem Statement 2: There is an estimated 20 percent of students that will learn remotely this year and teachers and administrators have little to no experience leading and teaching a fully virtual classroom. **Root Cause:** Lack of experience with synchronous and asynchronous teaching and learning.

Performance Objective 2: 3rd grade math "Meets" percentages will increase from 33 (2019 STAAR) to 37% as measured by the 2021 STAAR assessment and 3rd grade reading meets level will increase from 27% percent to 32% as measured by the 2021 STAAR assessment.

Evaluation Data Sources: Short cycle assessments, district benchmarks, 2021 STAAR, MAP assessment

Summative Evaluation: None

Strategy 1: Goliad will use formal and informal assessments to identify students who are performing at the approach, meets and masters level. Use data driven instruction processes and provide targeted instruction

Strategy's Expected Result/Impact: Increase number of students achieving Meets/on grade level from 33 to 37%

Staff Responsible for Monitoring: Teachers and leadership team

Title I Schoolwide Elements: 2.4, 2.6

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements:
Student Achievement 3, 4
School Context and Organization 1

Funding Sources:
None

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Strategy 2: Goliad will follow all the districts mandated math programs and curriculum, adhere to scope and sequence and state standards

Strategy's Expected Result/Impact: Increase meets from 33 to 37 percent.

Staff Responsible for Monitoring: Teachers and leadership team

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements:
Curriculum, Instruction, and Assessment 1, 2

Funding Sources:
None

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Student Achievement

Problem Statement 3: Based on Spring 2020 benchmark data, 53% of all student achieved the approaches level on all subjects. **Root Cause:** Average experience of teachers at Goliad that have been in ECISD is 4 years along with 13 vacancies

Problem Statement 4: African Americans and Special Education population scored lower than other subgroups in all subjects. **Root Cause:** Lack of intentional monitoring and

intervention of subgroups.

Curriculum, Instruction, and Assessment

Problem Statement 1: Professional development provided is quick with minimal follow up from departments. **Root Cause:** Lack of quality and effective professional development follow up, excessive district mandates and changing expectations result in poor teacher development.

Problem Statement 2: Lesson planning lacks rigor and effective lesson delivery is not consistent. **Root Cause:** Lack of teacher experience, content knowledge and expertise hinder lesson planning, lesson delivery and student achievement.

School Context and Organization

Problem Statement 1: Focused intervention is inconsistent across campus. **Root Cause:** Lack ot teacher experience in developing intervention systems that are consistent and effective.

Performance Objective 3: 4th grade math "Meets" percentages will increase from 26% (2019 STAAR) to 30% and 4th grade reading "Meets" percentages will increase form 18% to 23% as measured by the 2021 STAAR assessment.

Evaluation Data Sources: short cycle assessments, district benchmarks and 2021 STAAR

Summative Evaluation: None

Strategy 1: Goliad will use formal and informal assessments to identify students who are performing at the approach, meets and masters level. Use data driven instruction processes and provide targeted instruction .

Strategy's Expected Result/Impact: Increase number of students achieving Meets/on grade level

Staff Responsible for Monitoring: Teachers and Leadership Team

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements: Student Achievement 3, 4

Funding Sources: None

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Strategy 2: Goliad will follow all the districts mandated math programs and curriculum, adhere to scope and sequence and state standards.

Strategy's Expected Result/Impact: Meet from 37% to 41%

Staff Responsible for Monitoring: Teachers and leadership Team

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements: None

Funding Sources: None

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Strategy 3: Utilization of additional resources such Dyna Notes, Mentoring Minds and Learning Without Teachers will be used to provide additional targeted intervention.

Strategy's Expected Result/Impact: Improve overall student achievement in reading, math and science.

Staff Responsible for Monitoring: Admin and teachers

Title I Schoolwide Elements: 2.4, 2.5

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements:
School Context and Organization 1

Funding Sources:
Tiered resources for targeted intervention from Mentoring Minds, DynaNotes, Learning Without Tears and Forde-Ferrier Title One School-wide $8,000

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Student Achievement

Problem Statement 3: Based on Spring 2020 benchmark data, 53% of all student achieved the approaches level on all subjects. **Root Cause:** Average experience of teachers at Goliad that have been in ECISD is 4 years along with 13 vacancies

Problem Statement 4: African Americans and Special Education population scored lower than other subgroups in all subjects. **Root Cause:** Lack of intentional monitoring and intervention of subgroups.

School Context and Organization

Problem Statement 1: Focused intervention is inconsistent across campus. **Root Cause:** Lack ot teacher experience in developing intervention systems that are consistent and effective.

Performance Objective 4: 5th grade math "Meets" percentages will increase from 35% (2019 STAAR) to 39% and 5th grade reading "Meets" percentages will increase from 28% to 32% as measured by the 2021 STAAR assessment.

Evaluation Data Sources: short cycle assessments, district benchmarks and 2021 STAAR

Summative Evaluation: None

Strategy 1: Goliad will use formal and informal assessments to identify students who are performing at the approach, meets and masters level. Use data driven instruction processes and provide targeted instruction .

Strategy's Expected Result/Impact: Increase number of students achieving Meets/on grade level

Staff Responsible for Monitoring: Teachers and Leadership Team

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements:
Curriculum, Instruction, and Assessment 2
Technology 3

Funding Sources:
None

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Strategy 2: Goliad will follow all the districts mandated math programs and curriculum, adhere to scope and sequence and state standards.

Strategy's Expected Result/Impact: Meet from 35% to 39%

Staff Responsible for Monitoring: Teachers and leadership Team

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements:
Student Achievement 1

Funding Sources:
None

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Student Achievement

Problem Statement 1: Lack of teacher content knowledge, lack of experience in planning and lack of experience in executing effective and consistent lesson delivery. **Root Cause:** Average experience of teachers at Goliad that have been in ECISD is 4 years along with 13 vacancies.

Curriculum, Instruction, and Assessment

Problem Statement 2: Lesson planning lacks rigor and effective lesson delivery is not consistent. **Root Cause:** Lack of teacher experience, content knowledge and expertise

hinder lesson planning, lesson delivery and student achievement.

Technology

Problem Statement 2: There is an estimated 20 percent of students that will learn remotely this year and teachers and administrators have little to no experience leading and teaching a fully virtual classroom. **Root Cause:** Lack of experience with synchronous and asynchronous teaching and learning.

Performance Objective 5: 5th grade science "Meets" percentages will increase from 29% (2019 STAAR) to 33% as measured by the 2021 STAAR assessment.

Evaluation Data Sources: short cycle assessments, district benchmarks and 2021 STAAR

Summative Evaluation: None

Strategy 1: Goliad will use formal and informal assessments to identify students who are performing at the approach, meets and masters level. Use data driven instruction processes and provide targeted instruction .

Strategy's Expected Result/Impact: Increase number of students achieving Meets/on grade level

Staff Responsible for Monitoring: Teachers and Leadership Team

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements:
Curriculum, Instruction, and Assessment 2

Funding Sources:
None

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Strategy 2: Goliad will follow all the districts mandated science programs and curriculum, adhere to scope and sequence and state standards.

Strategy's Expected Result/Impact: Meet from 29% to 33%

Staff Responsible for Monitoring: Teachers and leadership Team

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements:
Student Achievement 3
Curriculum, Instruction, and Assessment 2

Funding Sources:
None

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Student Achievement

Problem Statement 3: Based on Spring 2020 benchmark data, 53% of all student achieved the approaches level on all subjects. **Root Cause:** Average experience of teachers at Goliad that have been in ECISD is 4 years along with 13 vacancies

Curriculum, Instruction, and Assessment

Problem Statement 2: Lesson planning lacks rigor and effective lesson delivery is not consistent. **Root Cause:** Lack of teacher experience, content knowledge and expertise

hinder lesson planning, lesson delivery and student achievement.

Performance Objective 6: The percentage of students that Met Standard on all subjects/grades tested will increase from 58% (2019 STAAR) to 63% as measured by the 2021 STAAR assessment.

Evaluation Data Sources: short cycle assessments, district benchmarks and 2021 STAAR

Summative Evaluation: None

Strategy 1: Goliad will use formal and informal assessments to identify students who are performing at the approach, meets and masters level. Use data driven instruction processes and provide targeted instruction .

Strategy's Expected Result/Impact: Increase number of students achieving Meets/on grade level

Staff Responsible for Monitoring: Teachers and Leadership Team

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements:
Student Achievement 3, 4

Funding Sources:
None

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Student Achievement

Problem Statement 3: Based on Spring 2020 benchmark data, 53% of all student achieved the approaches level on all subjects. **Root Cause:** Average experience of teachers at Goliad that have been in ECISD is 4 years along with 13 vacancies

Problem Statement 4: African Americans and Special Education population scored lower than other subgroups in all subjects. **Root Cause:** Lack of intentional monitoring and intervention of subgroups.

Performance Objective 7: Kinder-2nd grade students will show progress from BOY, MOY and EOY Map assessment. By the end of the school year 80 percent of K-2nd students will be on grade level.

Evaluation Data Sources: short cycle assessments, district benchmarks and 2021 STAAR

Summative Evaluation: None

Strategy 1: Goliad will use formal and informal assessments to identify students who are performing at the approach, meets and masters level. Use data driven instruction processes and provide targeted instruction .

Strategy's Expected Result/Impact: Increase number of students achieving Meets/on grade level

Staff Responsible for Monitoring: Teachers and Leadership Team

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements:
Curriculum, Instruction, and Assessment 2
School Context and Organization 1

Funding Sources:
None

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No Progress Accomplished Continue/Modify Discontinue

Curriculum, Instruction, and Assessment

Problem Statement 2: Lesson planning lacks rigor and effective lesson delivery is not consistent. **Root Cause:** Lack of teacher experience, content knowledge and expertise hinder lesson planning, lesson delivery and student achievement.

School Context and Organization

Problem Statement 1: Focused intervention is inconsistent across campus. **Root Cause:** Lack ot teacher experience in developing intervention systems that are consistent and effective.

Performance Objective 8: Pre-Kinder students will make progress at each benchmark. By the end of the 2020-2021 school year, 85 percent of PK students will be on grade level based on Circle assessment.

Evaluation Data Sources: Circle Assessment, formal and informal assessments.

Summative Evaluation: None

Strategy 1: Teachers will monitor student progress, use data driven instruction processes and provide targeted intervention when needed.

Strategy's Expected Result/Impact: Increase number of students achieving Meets/on grade level

Staff Responsible for Monitoring: Teachers and Leadership Team

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements:
Student Achievement 1, 3
School Context and Organization 1

Funding Sources:
None

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Student Achievement

Problem Statement 1: Lack of teacher content knowledge, lack of experience in planning and lack of experience in executing effective and consistent lesson delivery. **Root Cause:** Average experience of teachers at Goliad that have been in ECISD is 4 years along with 13 vacancies.

Problem Statement 3: Based on Spring 2020 benchmark data, 53% of all student achieved the approaches level on all subjects. **Root Cause:** Average experience of teachers at Goliad that have been in ECISD is 4 years along with 13 vacancies

School Context and Organization

Problem Statement 1: Focused intervention is inconsistent across campus. **Root Cause:** Lack ot teacher experience in developing intervention systems that are consistent and effective.

2020-2021 Campus Improvement Team

Committee Role	Name	Position
Administrator	Nora Gonzalez	Assistant Principal
Classroom Teacher	Irene Atkins	Reading Coach
Administrator	Cristabel Gonzales	Principal
Classroom Teacher	Lizbeth Jimenez	Teacher
Classroom Teacher	Natividad Andrade	teacher
Classroom Teacher	Gabriel Mendez	Teacher
Counselor	Ivana Hinojos	Counselor
Classroom Teacher	Jeannette Ortiz	PE Coach
Classroom Teacher	Leslianne Prince	Teacher
Community Representative	Mike Atkins	Community Member
Parent	Stephanie Holguine	Parent
Paraprofessional	Rodhe Perez	Clerk

Campus Funding Summary

Title One School-wide					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	2	Reading Coaches and dyslexia teacher		$0.00
1	3	1	technology devices such as Ipads, laptops, microphones, headphones,		$15,000.00
1	3	2	School Wide Digital applications		$5,000.00
1	4	2	Conscious Discipline Resources		$3,500.00
1	5	2	Resources/materials needed for family engagement trainings.		$3,000.00
3	3	3	Tiered resources for targeted intervention from Mentoring Minds, DynaNotes, Learning Without Tears and Forde-Ferrier		$8,000.00
				Sub-Total	$34,500.00
				Grand Total	$34,500.00

Addendums

Ector County Independent School District

Gonzales Elementary

Improvement Plan

2020-2021

Accountability Rating: Not Rated: Declared State of Disaster

Mission Statement

Our mission is to provide an engaging and equitable learning environment for ALL students to become successful and serving members in a changing global society. We will analyze student data, adapt, and accelerate instruction to provide students with the tools to achieve beyond their potential. We will demonstrate leadership everyday by being

Responsible, Respectful, Ready, and Remarkable.

Vision

Our vision is to educate all students for tomorrow.

Value Statement

As a Leadership Community, we value Responsible, Respectful, and Ready characteristics in order to be Remarkable in every way.

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- Goal 3 : Gonzales Elementary will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. Gonzales Elementary will equip students to be adaptable in an ever-changing society. 30

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Gonzales Elementary maintains a student population from 400-450 students every year. The student population is comprised of mostly Hispanic and White students. Out of 461 students in 2019-2020, 289 students are Economically Disadvantaged and of those students, 202 are Hispanic. Our Economically Disadvantaged and Hispanic population has steadily increased over the last three years. The students receiving Special Education services had a significant increase of 27 students from last year to this year. There was also an increase of eleven students needing Dyslexia services. Due to school closing because of COVID-19, there are a large number of our Kindergarten and First Grade students who are At-Risk for Dyslexia or a related service. During remote learning, 335 students were engaged in learning most of the time and 126 students lacked engagement or had none at all. Kindergarten-5th Grade teachers provided intervention all year and eleven students were dismissed from the documented intervention (RTI) and twenty-two students qualified for Special Education, Speech, or Dyslexia services. The campus has more teachers with ten or fewer years of experience and an added six long-term substitutes to cover the increase in student population. There were 1,671 absences, 898 "leave earlies", 3,321 tardies, and 952 unexcused absences. A large number of our students are new to the campus, are on an affidavit, or transfers. Thirty-eight percent of our student population is identified as homeless (MVG).

Ethnicity 2020	15-16	16-17	17-18	18-19	19-20	Economically Disadvantaged Counts by Ethnicity 2020
American Indian		3	2	2	2	2
Asian		3	4	4	3	1
African American		21	16	15	26	22
Hispanic		257	227	297	318	202
Multi		10	7	8	9	6
Pacific Island		1	1	0	0	0
White		119	109	115	119	56
Total Students		414	416	426	461	Total 289

Economically Disadvantaged	15-16	16-17	17-18	18-19	19-20
		206 or 49.8%	198 or 47.6%	258 or 58.5%	289 or 62.6%

Highly Mobile Students 2020	15-16	16-17	17-18
	111	71	63

	15-16	16-17	17-18	18-19	19-20
SPED Total Count by Year		47	55	54	81

Total Staff	15-16	16-17	17-18	18-19	19-20
Teachers		27.3	28.8	26.5	21
Professional Support		7.7	5.6	4.3	1
Campus Administrators		2	2	2	2
Educational Aides		5.1	5.1	5	3
Certified Librarian		1	1	1	1
Counselor		1	1	1	1
No Degree		1	0	0	6
Bachelors		21.3	21.7	20.5	17
Masters		5	7.1	6	6
Doctorate		0	0	0	0
Beginning Teacher		2	2.5	2	5
1-5 Yr Experience		7.1	8	6.6	6
6-10 Yr Experience		4.1	3	7	6
11-20 Yr Experience		6.1	3.6	2.8	6
Over 20 Yr Experience		8	11.7	8.1	6

Attendance Rates	15-16	16-17	17-18	18-19	19-20		
	95.80%	95.30%	95.10%	94.30%	94.50%	District Goal 94.7%	Campus Goal 95%

Demographics Strengths

This year we identified twenty-seven students needing special education services, primarily in Speech. 78% of our Special Education LD/Resource students receive services within the classroom at a minimum of forty-five minutes a day, five days a week in Reading and/or Math. We identified eleven students needing dyslexia services. 73% of our students remained engaged during remote learning the majority of the time. We enrolled thirteen students after Spring Break. Attendance rates increased from 94.3% to 94.5% in 2019-2020. The number of identified Gifted & Talented students increased from 20 to 26 students. Five out of six of our long-term substitutes have a Bachelor's Degree and are scheduled to take their Teaching Certification test.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Attendance continues to remain below the District Goal of 94.7%. **Root Cause:** There is a large number of homeless students and students on affidavits and transfers.

Problem Statement 2: The number of tardies and absences (excused and unexcused) continue to be high. **Root Cause:** Lack of consistent and effective parent communication from teachers in grades K-5.

Student Achievement

Student Achievement Summary

Gonzales Elementary has consistently maintained a Met Standard or earned a C (70-79) Rating for acceptable performance. The campus has not earned Distinction Designations in the last three years, failing to close performance gaps. The Spring District Benchmark Assessment (STAAR Release Test) showed the campus making gains towards improving Student Achievement this year compared to last year. Students continue to show growth in math and reading. There is slightly more growth in math than reading. Students continue to show improvement each year, however, as a campus the students do not show large gains in Reading, Math, Writing and Science. Based on the Spring District Benchmark Results the campus was on target to Rate an F on the 2020 STAAR Accountability.

DBA STAAR Release

Spring Benchmark Overall	Score
Spring 2019	50%
Spring 2020	48%

Domain 1 Achievement	Score
Spring 2019	55%
Spring 2020	58%

Domain 2 Growth	Score
Spring 2019	50%
Spring 2020	49%

2020 Spring Benchmark Domain 1: Student Achievement

Subject	Reading	Math	Writing	Science

2020 Spring Benchmark	Domain 1: Student Achievement			
Target Score	41%	41%	41%	41%
Grade 3	27%	29%		
Grade 4	28%	39%	30%	
Grade 5	25%	38%		13%

2020 Spring Benchmark	Domain 2: Academic Growth	
Subject	Reading	Math
Target Score	69%	69%
Grade 4	31%	42%
Grade 5	44%	49%

2020 Spring Benchmark	Domain 3: Closing the Gaps "Meets" Standard	
Subject	Reading	Math
Target	44%	46%
Gonzales	23%	31%

	STAAR 16-17	STAAR 17-18	STAAR 18-19	STAAR 19-20
Accountability Rating	Met	Met	C-Met	No Test
Overall	Met	68	75-C	
Student Achievement	67	60	67-D	
School Progress	47	69	75-C	
Closing the Gaps	34	65	74-C	

Meets Score (On-grade level) STAAR 2019	16-17	17-18	18-19	19-20
All Subject All Students	26%	31%	34%	No Test
Hispanic	26%	29%	32%	
White	24%	37%	38%	
EcoDis	17%	22%	28%	

Academic Growth Score	16-17	17-18	18-19	19-20
STAAR 2019				
All Subject All Students			68	72 No Test
Reading			66	70
Math			69	75

Student Achievement Strengths

There are gains in Student Achievement as shown by the District Benchmark (STAAR Release Test). By reviewing the Overall District Based Assessment scores we had the potential to maintain the same rating as the previous year. Student specific plans to improve achievement were made prior to Spring Break. Students are showing slight improvement each year on STAAR. Students continue to show more growth in math. Teachers and students continue to graph and set goals on all assessments. Teachers focus on improving Meets or "On-Grade Level" performance.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): Overall, student achievement rates below grade level in all subjects. **Root Cause:** Lack of consistency in grades K-5 to plan, implement, and assess a strategic and personalized instructional plan.

Problem Statement 2 (Prioritized): Our Economically Disadvantaged and Hispanic population continue to lack growth in Reading and Math failing to close gaps. **Root Cause:** Lack of consistency in grades K-5 to plan, implement, assess, and accelerate learning for below grade level students in Reading and Math.

School Culture and Climate

School Culture and Climate Summary

The students and staff are actively involved in our campus events. We have a new PTA board this year. Our PTA works with the campus to support family events. My Assistant Principal shares out weekly "Bulldog Bits" of students, daily activities, and events for the parents. We communicate to parents through Gonzales Dojo, Gonzales Facebook and our ECISD Gonzales webpage. Teachers communicate with parents through Class Dojo and Remind 101. Parents do not eagerly participate in meetings about their child's academic performance. Some campus events include:

Meet the Teacher & Parent Orietation, Title 1 Parent Meetings, Book Fair, Fall Festival, Reading and Math Literacy Night, Doggone Reading Day, Bulldog Blowout (Field Day), Bulldog of the Month (recognizing excellence in character), Self-Manager Program for students in 3rd-5th then K-2nd in the Spring, Pennies for Patients, and Morning Assembly Scholarly Shout outs for Growth in achievement (written by the teacher), monthly Istation Growth rewards for students, monthly attendance rewards for each grade level, Grade Level Music Programs when we share the PTA budget and Title-1 information, and Promotion Ceremonies for Kindergarten and 5th Grade.

School Culture and Climate Strengths

Parents attend events at the beginning of the year, Fall Festival, Literacy Night in December, and the Promotion Ceremonies.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Lack of parent involvement in student achievement. **Root Cause:** Student achievement has not been effectively communicated.

Problem Statement 2: There is not a campus-wide focus on the qualities of leadership for student success. **Root Cause:** Student leadership characteristics are not recognized consistently across the campus.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Employees	Admin.	Teachers	Instr. Aides
14/15	2	39	6
15/16	2	28	6
16/17	2	28	6
17/18	2	32	6
18/19	2	30	5
19/20	2	29	2

Employee Retention Percentages

% Remained from Year to Year	Admin.	Teaches	Instr. Aides
14/15-15/16	100%	55.81%	50%
15/16-16/17	100%	78.57%	66.67%
16/17-17/18	50%	75%	100%
17/18-18/19	100%	80%	60%
18/19-19/20	50%	56.67%	0%

Staff Quality, Recruitment, and Retention Strengths

None of the teachers wanted to transfer from Gonzales Elementary this year. Teachers are committed to teaching our students and helping them be sucessful. We will start the year with staffed teaching positions. We only need a PE Aide and another LD/Resource Aide. Six teachers will take their certification test this Summer or Fall 2020. I have 26 certified teachers to start the 20-21 school year.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: There are eight first year teachers. **Root Cause:** Increased staffing due to increased enrollment.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Gonzales Elementary uses the TEKS Resource system for Math, Science, and Social Studies in K-5 to teach the state curriculum standards. We implemented HMH in K-5 to teach the ELAR curriculum this year. Balanced literacy, guided math, and tutoring supplimented whole group instruction with smaller student groups. The technology implemented to support learning and intervention has been Istation, Imagine Math, and Brainchild. We purchased Education Galaxy in January 2020 to provide state standard specific intervention and individualized support in grades K-5. Starting in October of 2019, 3rd, 4th, and 5th Grade recieved 30 chromebooks per grade level from the technology department and in December, 2nd grade recieved 30 chromebooks purchased by the campus. I was able to purchase 30 chromebooks and eleven Ipads in June with remaining funds and we got 113 more chromebooks from the technology department in preparation for remote learning.

We added an Instructional Specialist in 2019 and who coached and trained new teachers in best practices and who worked with grade level teams during lesson planning. Our weekly PLC's focused on identifying academic weaknesses in our sub-populations and testing data. Teachers were trained in agressive monitoring practices in order to correct student academic mistakes during a lesson. Teachers used short cycle assessment, Imagine Math, and Istation data to target students who needed intervention. RTI team met every six weeks to analyze students performing below grade level and develop a plan for acceleration. 4th and 5th grade implement AVID practices fully and K-3 implement organization and college going culture. Our Full-time Dyslexia teacher and half-day Dyslexia teacher served 30 students last year.

Curriculum, Instruction, and Assessment Strengths

We started a weekly PLC system of analyzing student data and creating a plan to accelerate learning in K-5. We had eleven students dismissed from RTI after being provided targeted intervention and testing on grade level on Istation and passing short cycle assessments. Teachers learned how to use technology to provide instruction to students. The teachers learned the new ELAR curriculum. K-2 will continue to implement AVID organization with physical binders and 3rd-5th with Digital AVID Binders. Four of our 5th grade Dyslexia students were performing on grade level and passed the Reading District Based Assessment in February. They will be monitored in middle school.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): Best teaching practices that utilize an aligned curriculum with technology are not consistent in K-5. **Root Cause:** Lack of training and resources for all students and staff.

Problem Statement 2: Basic knowledge of the curriculum is not consistent in K-5. **Root Cause:** Added eight first year teachers.

Problem Statement 3: There was not a consistent practice for analyzing data in K-5. **Root Cause:** Knowledge of the PLC process to analyze data varies due to the knowledge of first year teachers and teachers that are new to the campus.

Problem Statement 4: A large number of all students are performing below grade level. **Root Cause:** Lack of resources and time to provide personalized, quality, standards-based instruction.

Parent and Community Engagement

Parent and Community Engagement Summary

A large number of families attend our evening events such as Math and Reading Literacy Night, Music Programs, Fall Festival, and end of the year events. There is a new PTA board this year and parent support was minimal. Parent involvement in their child's education was minimal. The OC Invasion came to Gonzales this year. Odessa College flooded our campus for one day with college professors and college students to teach our students about college and careers, as well as, beautify the campus. The Education Foundation donated a Book Vending Machine. Our Kindergarten and First grade students enjoyed the Bookworms story telling and books once a month. Our 2nd grade students learned about Art in Education from Ellen Noel's Program, Art2Go. Immanuel Baptist donates backpacks and school supplies.

Parent and Community Engagement Strengths

Immanuel Baptist donates backpacks and school supplies at the beginning of the year. The OC Invasion provided our K-5 students with hands-on, real world activities from college professors and students to learn more about different careers. Every Kindergarten and First grade student received a book once a month from the Bookworms group. Our 2nd grade students listened to a story and left once a month with an art project and a knowledge of a famous artist. A large number of families attended the Fall Festival and Math and Reading Literacy Night. The UTPB Basketball team served snacks at the Math and Reading Literacy Night.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Lack of parent engagement in student achievement. **Root Cause:** Parents struggle with instructional technology for learning.

Problem Statement 2: Lack of parent involvement in PTA. **Root Cause:** PTA was unable to successfully hold a membership drive.

School Context and Organization

School Context and Organization Summary

Gonzales Elementary serves approximately 450 students. There are 45 staff members consisting of teachers, paraprofessionals, office staff, custodians, and school nutrition staff. Our full-time and part-time dyslexia teachers serve 30 students. Our special education teachers, speech teachers, and two VI teachers served 81 special education students on our campus in various specialized support settings such as speech, inclusion, resource, braille, and the specialized classroom. College awareness is promoted in the classrooms and hallways. Our entrance is lined with college pennants and teachers display their college in their classroom. Our office staff and teachers demonstrate a welcoming and inviting atmosphere. We welcome many students needing observation hours for their teaching certification. Campus data is posted in the main hallway and attendance data is posted in the foyer of the school.

School Context and Organization Strengths

Gonzales had a 5% increase in student population. Gonzales retained all staff from last year and added more this year. We greet and welcome our visitors to the campus. There have not been any complaints. The campus is clean and welcoming.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Our students do not know why we promote a college awareness atmosphere. **Root Cause:** There is no foundational goal setting process from short term to long term.

Technology

Technology Summary

Prior to the 19-20 school year, the campus had one computer lab with 22 working desktop computers. Each classroom had at least three desktop computers and a computer for the teacher. Starting in October of 2019, 3rd, 4th, and 5th Grade recieved 30 chromebooks per grade level from the technology department and in December, 2nd grade recieved 30 chromebooks purchased by the campus. The teachers and the students learned how to use them by taking their Istation testing on it in the classroom. In January, they started using Educational Galaxy to provide standards-based intervention. I was able to purchase 30 chromebooks and eleven Ipads in June with remaining funds and we got 113 more chromebooks from the technology department in preparation for remote learning. Only a handful of teachers had taken their own time to attend instructional technology trainings, get technology through Donor's Choose, and implement it in their classroom prior to March. After Spring Break, many of our teachers quickly set up Google Classrooms and began teaching remotely. Many of the teacher's have participated in the ECISD technology training this summer.

Technology Strengths

Many of the teacher's have participated in the ECISD technology training this summer. The teachers adapted quickly and many of them are excited to utilize it more in 20-21.

Problem Statements Identifying Technology Needs

Problem Statement 1: Teachers have minimal knowledge of instructional technology. **Root Cause:** Lack of resources and training for staff.

Problem Statement 2: Student access to technology. **Root Cause:** There is a limited number of devices on campus.

Problem Statement 3: Inconsistent student assessment results from online learning. **Root Cause:** Quality online assessment technology.

Priority Problem Statements

Problem Statement 1: Overall, student achievement rates below grade level in all subjects.
Root Cause 1: Lack of consistency in grades K-5 to plan, implement, and assess a strategic and personalized instructional plan.
Problem Statement 1 Areas: Student Achievement

Problem Statement 2: Our Economically Disadvantaged and Hispanic population continue to lack growth in Reading and Math failing to close gaps.
Root Cause 2: Lack of consistency in grades K-5 to plan, implement, assess, and accelerate learning for below grade level students in Reading and Math.
Problem Statement 2 Areas: Student Achievement

Problem Statement 3: Best teaching practices that utilize an aligned curriculum with technology are not consistent in K-5.
Root Cause 3: Lack of training and resources for all students and staff.
Problem Statement 3 Areas: Curriculum, Instruction, and Assessment

Goals

Goal 1: Gonzales Elementary will create an agile, forward-thinking organization, that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 1: Gonzales Elementary's annual attendance will increase from 94.5% in 2020 to 95% in 2021.

Evaluation Data Sources: Weekly Attendance
Campus Attendance Tracker by Teacher

Summative Evaluation: None

Strategy 1: Campus expectation to communicate absences to parents as defined by district policy.
Train staff on district attendance policy.
Attendance committee will review attendance every three weeks, contact parents, complete truancy contracts, and provide each teacher with a report.
Incentives will be determined by the Attendance Committee.

Strategy's Expected Result/Impact: Attendance will be closely monitored and addressed in a timely manner. Attendance will increase from 94.5% in 2020 to 95% in 2021.

Staff Responsible for Monitoring: Campus Administrators
Counselor
Clerk
Teachers

Title I Schoolwide Elements: 2.4, 2.6

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements:
Student Achievement 1, 2

Funding Sources:
None

Formative	Summative
Oct	May
Jan	
Mar	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Student Achievement

Problem Statement 1: Overall, student achievement rates below grade level in all subjects. **Root Cause:** Lack of consistency in grades K-5 to plan, implement, and assess a

strategic and personalized instructional plan.

Problem Statement 2: Our Economically Disadvantaged and Hispanic population continue to lack growth in Reading and Math failing to close gaps. **Root Cause:** Lack of consistency in grades K-5 to plan, implement, assess, and accelerate learning for below grade level students in Reading and Math.

Performance Objective 2: Gonzales Elementary will provide differentiated processes for priority classrooms and students.

Evaluation Data Sources: Walk-through and trend data
MAP data

Summative Evaluation: None

Strategy 1: Plan and implement a system for weekly classroom walk-through's and an effective transition plan for PreK3 to PreK4, PreK4 to Kinder and 5th grade to 6th grade.

Strategy's Expected Result/Impact: To effectively maintain the academic learning and social-emotional support of students.

Staff Responsible for Monitoring: Campus administration
Counselor
Teachers
Staff

Title I Schoolwide Elements: 2.4, 2.6

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture

Problem Statements:
Curriculum, Instruction, and Assessment 1

Funding Sources:
None

Formative	Summative
Oct	May
Jan	
Mar	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Curriculum, Instruction, and Assessment

Problem Statement 1: Best teaching practices that utilize an aligned curriculum with technology are not consistent in K-5. **Root Cause:** Lack of training and resources for all students and staff.

Performance Objective 3: Gonzales Elementary will provide an environment conducive to all educational needs in conjunction with the development of the long-range Facilities Plan that will move the district forward in the future.

Evaluation Data Sources: Facilities Plan
Campus Economically Disadvantaged population data

Summative Evaluation: None

Strategy 1: Implement universal free feeding to all elementary students.

Strategy's Expected Result/Impact: All Gonzales Elementary students will receive free breakfast and lunch.

Staff Responsible for Monitoring: Campus administration
Cafeteria Food Service
Teachers and Staff

Title I Schoolwide Elements: 2.6

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Problem Statements:
Student Achievement 2

Funding Sources:
None

Formative	Summative
Oct	May
Jan	
Mar	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Student Achievement

Problem Statement 2: Our Economically Disadvantaged and Hispanic population continue to lack growth in Reading and Math failing to close gaps. **Root Cause:** Lack of consistency in grades K-5 to plan, implement, assess, and accelerate learning for below grade level students in Reading and Math.

Performance Objective 4: Gonzales Elementary will embed technology for anytime, anywhere teaching and learning.

Evaluation Data Sources: District and State Assessments
Staff, Student, and Parent Surveys

Summative Evaluation: None

Strategy 1: Gonzales Elementary will use technology resources that will enable students, teachers, and leaders to implement and monitor personalized learning to improve achievement in Reading and Math.

Strategy's Expected Result/Impact: One year's growth for all students.

Staff Responsible for Monitoring: Campus administration
Instructional Specialist
Dyslexia Teacher
Classroom Teachers
Special Education Teachers

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements:
Student Achievement 1, 2
Curriculum, Instruction, and Assessment 1

Funding Sources:
Technology Title One School- Improvement $9,500

Formative	Summative
Oct	May
Jan	
Mar	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Student Achievement

Problem Statement 1: Overall, student achievement rates below grade level in all subjects. **Root Cause:** Lack of consistency in grades K-5 to plan, implement, and assess a strategic and personalized instructional plan.

Problem Statement 2: Our Economically Disadvantaged and Hispanic population continue to lack growth in Reading and Math failing to close gaps. **Root Cause:** Lack of consistency in grades K-5 to plan, implement, assess, and accelerate learning for below grade level students in Reading and Math.

Curriculum, Instruction, and Assessment

Problem Statement 1: Best teaching practices that utilize an aligned curriculum with technology are not consistent in K-5. **Root Cause:** Lack of training and resources for all students and staff.

Performance Objective 5: Gonzales Elementary will provide a safe and supportive learning environment for all students.

Evaluation Data Sources: District and State Assessments
Professional Learning Agenda and Sign-In documents
Certificate of Completion for online professional learning.
PEIMS Discipline data

Summative Evaluation: None

Strategy 1: Gonzales Elementary will provide training or document on-line learning for all district required training in the area of Sexual Harassment, Child Abuse and Trauma, and other maltreatment of children.

Strategy's Expected Result/Impact: Awareness and resources to support the social-emotional needs of our students.

Staff Responsible for Monitoring: Campus Administrator
Counselor
Teachers and Staff

Title I Schoolwide Elements: 2.6

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture

Problem Statements:
Student Achievement 1, 2

Funding Sources:
None

Formative
Oct
Jan
Mar
Summative
May

Strategy 2: The school counselor will implement monthly guidance and counseling curriculum lessons to support a healthy social-emotional growth of all students.

Strategy's Expected Result/Impact: Students who demonstrate healthy social-emotional character.

Staff Responsible for Monitoring: Campus Administrators
Counselor
Teachers and Staff

Title I Schoolwide Elements: 2.4, 2.6

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 3: Positive School Culture

Problem Statements:
Student Achievement 1, 2

Funding Sources:
None

Formative
Oct
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Summative
May

Strategy 3: Gonzales Elementary will implement a campus-wide discipline management system in alignment with CHAMPS, PBIS, and Conscious Discipline practices.

Strategy's Expected Result/Impact: Students who can self-monitor their behavior and make personal successful choices.

Staff Responsible for Monitoring: Campus Administrators
Counselor
Teachers and Staff

Title I Schoolwide Elements: 2.4, 2.6

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 3: Positive School Culture

Problem Statements:
Student Achievement 1, 2

Funding Sources:
None

Formative	Summative
Oct	May
Jan	
Mar	

 No Progress Accomplished Continue/Modify Discontinue

Student Achievement

Problem Statement 1: Overall, student achievement rates below grade level in all subjects. **Root Cause:** Lack of consistency in grades K-5 to plan, implement, and assess a strategic and personalized instructional plan.

Problem Statement 2: Our Economically Disadvantaged and Hispanic population continue to lack growth in Reading and Math failing to close gaps. **Root Cause:** Lack of consistency in grades K-5 to plan, implement, assess, and accelerate learning for below grade level students in Reading and Math.

Performance Objective 6: Gonzales Elementary will evaluate campus improvement plans quarterly.

Evaluation Data Sources: District and State Assessments
Campus Demographics
Staff, Student, and Parent Surveys

Summative Evaluation: None

Strategy 1: The Campus Intervention Team will meet at the beginning of the year and end of the year to analyze campus needs and the improvement plan.

Strategy's Expected Result/Impact: Increased student achievement.

Staff Responsible for Monitoring: Campus Administrators
Campus Improvement Team

Title I Schoolwide Elements: 2.5, 2.6

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements:
Student Achievement 1

Funding Sources:
None

Formative	Summative
Oct	May
Jan	
Mar	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Student Achievement

Problem Statement 1: Overall, student achievement rates below grade level in all subjects. **Root Cause:** Lack of consistency in grades K-5 to plan, implement, and assess a strategic and personalized instructional plan.

Goal 2: Gonzales Elementary will recruit, develop and retain highly-effective individuals who are invested in looking at tomorrow to inform their practices today.

Performance Objective 1: The campus teacher retention rate will increase from 71% to 77%.

Evaluation Data Sources: PEIMS data

Summative Evaluation: None

Strategy 1: All teachers will be coached in the best teaching practices aligned with RELAY training processes.

Strategy's Expected Result/Impact: Increase in certified teacher retention rate.

Staff Responsible for Monitoring: Campus Administrators

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction

Problem Statements:
Student Achievement 1, 2
Curriculum, Instruction, and Assessment 1

Funding Sources:
None

Formative	Summative
Oct	
Jan	
Mar	May

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Student Achievement

Problem Statement 1: Overall, student achievement rates below grade level in all subjects. **Root Cause:** Lack of consistency in grades K-5 to plan, implement, and assess a strategic and personalized instructional plan.

Problem Statement 2: Our Economically Disadvantaged and Hispanic population continue to lack growth in Reading and Math failing to close gaps. **Root Cause:** Lack of consistency in grades K-5 to plan, implement, assess, and accelerate learning for below grade level students in Reading and Math.

Curriculum, Instruction, and Assessment

Problem Statement 1: Best teaching practices that utilize an aligned curriculum with technology are not consistent in K-5. **Root Cause:** Lack of training and resources for all students and staff.

Performance Objective 2: In 2020-2021, Gonzales Elementary will offer job-embedded, personalized professional learning for all teachers.

Evaluation Data Sources: PreK Circle Assessment
MAP Assessment
STAAR data

Summative Evaluation: None

Strategy 1: Campus administrators will conduct a minimum of five documented walk-through's and/or observation feedback meetings weekly.

Strategy's Expected Result/Impact: Increase in student achievement

Staff Responsible for Monitoring: Campus Administrators

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction

Problem Statements:
Student Achievement 1, 2
Curriculum, Instruction, and Assessment 1

Funding Sources:
None

Formative	Summative
Oct	
Jan	
Mar	May

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Student Achievement

Problem Statement 1: Overall, student achievement rates below grade level in all subjects. **Root Cause:** Lack of consistency in grades K-5 to plan, implement, and assess a strategic and personalized instructional plan.

Problem Statement 2: Our Economically Disadvantaged and Hispanic population continue to lack growth in Reading and Math failing to close gaps. **Root Cause:** Lack of consistency in grades K-5 to plan, implement, assess, and accelerate learning for below grade level students in Reading and Math.

Curriculum, Instruction, and Assessment

Problem Statement 1: Best teaching practices that utilize an aligned curriculum with technology are not consistent in K-5. **Root Cause:** Lack of training and resources for all students and staff.

Goal 3: Gonzales Elementary will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. Gonzales Elementary will equip students to be adaptable in an ever-changing society.

Performance Objective 1: The Pre-Kindergarten students will show growth in the five developmental domains from the beginning of the year CIRCLE assessment to the end of the year CIRCLE assessment.

Evaluation Data Sources: Pre-K CIRCLE assessment
Walk-through data
Lesson Plans

Summative Evaluation: None

Strategy 1: Teachers will implement PreK4 state standards in daily lesson plans.

Strategy's Expected Result/Impact: Developmental student growth in Emergent Literacy Reading, Emergent Literacy Writing, Language and Communication, and Math.

Staff Responsible for Monitoring: Campus Administrators
Teachers

Title I Schoolwide Elements: 2.4

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Curriculum

Problem Statements:
Curriculum, Instruction, and Assessment 1

Funding Sources:
None

Formative	Summative
Oct	
Jan	
Mar	May

Strategy 2: Teachers will have weekly data meetings to analyze student achievement in English Language Arts, Math, and Social-Emotional Development.

Strategy's Expected Result/Impact: Increase in student achievement.

Staff Responsible for Monitoring: Campus Administrators
Instructional Specialist
Teachers

Title I Schoolwide Elements: 2.4, 2.6

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Problem Statements:
Student Achievement 1, 2

Funding Sources:
None

Formative	Summative
Oct	
Jan	
Mar	May

Strategy 3: Campus administrators will conduct weekly walkthrough observations and provide feedback digitally and/or in person.

Strategy's Expected Result/Impact: Increased teacher support and student achievement.

Staff Responsible for Monitoring: Campus Administrators

Title I Schoolwide Elements: 2.4

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements:
Curriculum, Instruction, and Assessment 1

Funding Sources:
None

Formative	Summative
Oct	May
Jan	
Mar	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Student Achievement

Problem Statement 1: Overall, student achievement rates below grade level in all subjects. **Root Cause:** Lack of consistency in grades K-5 to plan, implement, and assess a strategic and personalized instructional plan.

Problem Statement 2: Our Economically Disadvantaged and Hispanic population continue to lack growth in Reading and Math failing to close gaps. **Root Cause:** Lack of consistency in grades K-5 to plan, implement, assess, and accelerate learning for below grade level students in Reading and Math.

Curriculum, Instruction, and Assessment

Problem Statement 1: Best teaching practices that utilize an aligned curriculum with technology are not consistent in K-5. **Root Cause:** Lack of training and resources for all students and staff.

Performance Objective 2: The percentage of students performing on grade level in Math and Reading in grades K-5 will increase 4% from the beginning of the year MAP assessment to the end of the year MAP assessment.

Evaluation Data Sources: MAP assessment
Short cycle assessments
Imagine Reading
Imagine Math
Lesson Plans

Summative Evaluation: None

Strategy 1: Teachers will analyze student data weekly.

Strategy's Expected Result/Impact: Increased student achievement in Reading and Math

Staff Responsible for Monitoring: Campus Administrators
Instructional Specialist

Title I Schoolwide Elements: 2.4

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction

Problem Statements:
Student Achievement 1, 2

Funding Sources:
None

Formative	Summative
Oct	May
Jan	
Mar	

Strategy 2: Campus administrators will conduct weekly walk-through observations and provide feedback digitally and/or in person.

Strategy's Expected Result/Impact: Increased teacher support and student achievement.

Staff Responsible for Monitoring: Campus Administrators

Title I Schoolwide Elements: 2.5

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements:
Curriculum, Instruction, and Assessment 1

Funding Sources:
None

Formative	Summative
Oct	May
Jan	
Mar	

Strategy 3: Teachers will develop on grade level lesson plans that include targeted inquiry and formative assessment, modeling high expectations and rigorous thinking and learning.

Strategy's Expected Result/Impact: Increase in student achievement.

Staff Responsible for Monitoring: Campus Administrators
Teachers

Title I Schoolwide Elements: 2.4

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements:
Student Achievement 1
Curriculum, Instruction, and Assessment 1

Funding Sources:
None

Formative
Oct
Jan
Mar
Summative
May

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Student Achievement

Problem Statement 1: Overall, student achievement rates below grade level in all subjects. **Root Cause:** Lack of consistency in grades K-5 to plan, implement, and assess a strategic and personalized instructional plan.

Problem Statement 2: Our Economically Disadvantaged and Hispanic population continue to lack growth in Reading and Math failing to close gaps. **Root Cause:** Lack of consistency in grades K-5 to plan, implement, assess, and accelerate learning for below grade level students in Reading and Math.

Curriculum, Instruction, and Assessment

Problem Statement 1: Best teaching practices that utilize an aligned curriculum with technology are not consistent in K-5. **Root Cause:** Lack of training and resources for all students and staff.

Performance Objective 3: 3rd Grade Reading "Approaches" percentages will increase from 75% (2019 STAAR) to 79% as measured by the 2021 STAAR;
3rd Grade Reading "Meets" percentages will increase from 39% (2019 STAAR) to 43% as measured by the 2021 STAAR;
3rd Grade Reading "Masters" percentages will increase from 19% (2019 STAAR) to 23% as measured by the 2021 STAAR.

Evaluation Data Sources: Short Cycle Assessments
MAP assessments
Imagine Reading
STAAR 2021
Lesson Plans

Summative Evaluation: None

Strategy 1: Teachers will develop on grade level lesson plans that include targeted inquiry and formative assessment, modeling high expectations and rigorous thinking and learning.

Strategy's Expected Result/Impact: Increased student achievement.

Staff Responsible for Monitoring: Campus Administrators
Teachers

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements:
Student Achievement 1, 2
Curriculum, Instruction, and Assessment 1

Funding Sources:
None

Formative	Summative
Oct	
Jan	
Mar	May

Strategy 2: Campus administrators will conduct weekly walk-through observations and provide feedback digitally and/or in-person.

Strategy's Expected Result/Impact: Increased teacher support and student achievement.

Staff Responsible for Monitoring: Campus Administrators

Title I Schoolwide Elements: 2.4

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements:
Curriculum, Instruction, and Assessment 1

Funding Sources:
None

Formative
Oct
Jan
Mar
Summative
May

Strategy 3: Teachers will analyze student data weekly in PLC meetings.

Strategy's Expected Result/Impact: Increased student achievement.

Staff Responsible for Monitoring: Campus Administrators
Teachers
Instructional Specialists

Title I Schoolwide Elements: 2.4, 2.6

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements:
Student Achievement 1, 2

Funding Sources:
None

Formative
Oct
Jan
Mar
Summative
May

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Student Achievement

Problem Statement 1: Overall, student achievement rates below grade level in all subjects. **Root Cause:** Lack of consistency in grades K-5 to plan, implement, and assess a strategic and personalized instructional plan.

Problem Statement 2: Our Economically Disadvantaged and Hispanic population continue to lack growth in Reading and Math failing to close gaps. **Root Cause:** Lack of consistency in grades K-5 to plan, implement, assess, and accelerate learning for below grade level students in Reading and Math.

Curriculum, Instruction, and Assessment

Problem Statement 1: Best teaching practices that utilize an aligned curriculum with technology are not consistent in K-5. **Root Cause:** Lack of training and resources for all students and staff.

Performance Objective 4: 3rd Grade Math "Approaches" percentages will increase from 80% (2019 STAAR) to 84% as measured by the 2021 STAAR;
3rd Grade Math "Meets" percentages will increase from 49% (2019 STAAR) to 53% as measured by the 2021 STAAR;
3rd Grade Math "Masters" percentages will increase from 23% (2019 STAAR) to 27% as measured by the 2021 STAAR.

Evaluation Data Sources: Short Cycle Assessments
MAP assessment
Imagine Math
STAAR 2021
Lesson Plans

Summative Evaluation: None

Strategy 1: Teachers will develop on grade level lesson plans that include targeted inquiry and formative assessment, modeling high expectations and rigorous thinking and learning.

Strategy's Expected Result/Impact: Increased student achievement.

Staff Responsible for Monitoring: Campus Administrators
Teachers

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements:
Student Achievement 1, 2
Curriculum, Instruction, and Assessment 1

Funding Sources:
None

Formative
Oct
Jan
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Summative
May

Strategy 2: Campus administrators will conduct weekly walk-through observations and provide feedback digitally and/or in-person.

Strategy's Expected Result/Impact: Increased teacher support and student achievement.

Staff Responsible for Monitoring: Campus Administrators

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements:
Student Achievement 1

Funding Sources:
None

Formative
Oct
Jan
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Summative
May

Strategy 3: Teachers will analyze student data weekly in PLC meetings.

Strategy's Expected Result/Impact: Increased student achievement.

Staff Responsible for Monitoring: Campus Administrators
Teachers
Instructional Specialists

Title I Schoolwide Elements: 2.4, 2.6

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements:
Student Achievement 1, 2

Funding Sources:
None

Formative
Oct
Jan
Mar
Summative
May

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Student Achievement

Problem Statement 1: Overall, student achievement rates below grade level in all subjects. **Root Cause:** Lack of consistency in grades K-5 to plan, implement, and assess a strategic and personalized instructional plan.

Problem Statement 2: Our Economically Disadvantaged and Hispanic population continue to lack growth in Reading and Math failing to close gaps. **Root Cause:** Lack of consistency in grades K-5 to plan, implement, assess, and accelerate learning for below grade level students in Reading and Math.

Curriculum, Instruction, and Assessment

Problem Statement 1: Best teaching practices that utilize an aligned curriculum with technology are not consistent in K-5. **Root Cause:** Lack of training and resources for all students and staff.

Performance Objective 5: 4th Grade Reading "Approaches" percentages will increase from 64% (2019 STAAR) to 68% as measured by the 2021 STAAR;
4th Grade Reading "Meets" percentages will increase from 33% (2019 STAAR) to 37% as measured by the 2021 STAAR;
4th Grade Reading "Masters" percentages will increase from 15% (2019 STAAR) to 19% as measured by the 2021 STAAR.

Evaluation Data Sources: Short Cycle Assessments
MAP assessment
Imagine Reading
STAAR 2021
Lesson Plans

Summative Evaluation: None

Strategy 1: Teachers will develop on grade level lesson plans that include targeted inquiry and formative assessment, modeling high expectations and rigorous thinking and learning.

Strategy's Expected Result/Impact: Increased student achievement.

Staff Responsible for Monitoring: Campus Administrators
Teachers

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements:
Curriculum, Instruction, and Assessment 1

Funding Sources:
None

Formative
Oct
Jan
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Summative
May

Strategy 2: Campus administrators will conduct weekly walk-through observations and provide feedback digitally and/or in-person.

Strategy's Expected Result/Impact: Increased teacher support and student achievement.

Staff Responsible for Monitoring: Campus Administrators

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements:
Student Achievement 1

Funding Sources:
None

Formative
Oct
Jan
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Summative
May

Strategy 3: Teachers will analyze student data weekly in PLC meetings.

Strategy's Expected Result/Impact: Increased student achievement.

Staff Responsible for Monitoring: Campus Administrators
Teachers
Instructional Specialist

Title I Schoolwide Elements: 2.4, 2.6

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements:
Student Achievement 1, 2

Funding Sources:
None

Formative
Oct
Jan
Mar
Summative
May

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Student Achievement

Problem Statement 1: Overall, student achievement rates below grade level in all subjects. **Root Cause:** Lack of consistency in grades K-5 to plan, implement, and assess a strategic and personalized instructional plan.

Problem Statement 2: Our Economically Disadvantaged and Hispanic population continue to lack growth in Reading and Math failing to close gaps. **Root Cause:** Lack of consistency in grades K-5 to plan, implement, assess, and accelerate learning for below grade level students in Reading and Math.

Curriculum, Instruction, and Assessment

Problem Statement 1: Best teaching practices that utilize an aligned curriculum with technology are not consistent in K-5. **Root Cause:** Lack of training and resources for all students and staff.

Performance Objective 6: 4th Grade Math "Approaches" percentages will increase from 77% (2019 STAAR) to 81% as measured by the 2021 STAAR;
4th Grade Math "Meets" percentages will increase from 49% (2019 STAAR) to 53% as measured by the 2021 STAAR;
4th Grade Math "Masters" percentages will increase from 23% (2019 STAAR) to 27% as measured by the 2021 STAAR.

Evaluation Data Sources: Short Cycle Assessments
MAP assessment
Imagine Math
STAAR 2021
Lesson Plans

Summative Evaluation: None

Strategy 1: Teachers will develop on grade level lesson plans that include targeted inquiry and formative assessment, modeling high expectations and rigorous thinking and learning.

Strategy's Expected Result/Impact: Increased student achievement.

Staff Responsible for Monitoring: Campus Administrators
Teachers

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements:
Curriculum, Instruction, and Assessment 1

Funding Sources:
None

Formative
Oct
Jan
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Summative
May

Strategy 2: Campus administrators will conduct weekly walk-through observations and provide feedback digitally and/or in-person.

Strategy's Expected Result/Impact: Increased teacher support and student achievement.

Staff Responsible for Monitoring: Campus Administrators

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements:
Student Achievement 1, 2

Funding Sources:
None

Formative
Oct
Jan
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Summative
May

Strategy 3: Teachers will analyze student data weekly in PLC meetings.

Strategy's Expected Result/Impact: Increased student achievement.

Staff Responsible for Monitoring: Campus Administrators
Teachers
Instructional Specialist

Title I Schoolwide Elements: 2.4, 2.6

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements:
Student Achievement 1, 2

Funding Sources:
None

Formative
Oct
Jan
Mar
Summative
May

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Student Achievement

Problem Statement 1: Overall, student achievement rates below grade level in all subjects. **Root Cause:** Lack of consistency in grades K-5 to plan, implement, and assess a strategic and personalized instructional plan.

Problem Statement 2: Our Economically Disadvantaged and Hispanic population continue to lack growth in Reading and Math failing to close gaps. **Root Cause:** Lack of consistency in grades K-5 to plan, implement, assess, and accelerate learning for below grade level students in Reading and Math.

Curriculum, Instruction, and Assessment

Problem Statement 1: Best teaching practices that utilize an aligned curriculum with technology are not consistent in K-5. **Root Cause:** Lack of training and resources for all students and staff.

Performance Objective 7: 4th Grade Writing "Approaches" percentages will increase from 41% (2019 STAAR) to 45% as measured by the 2021 STAAR;
4th Grade Writing "Meets" percentages will increase from 12% (2019 STAAR) to 16% as measured by the 2021 STAAR;
4th Grade Writing "Masters" percentages will increase from 1% (2019 STAAR) to 5% as measured by the 2021 STAAR.

Evaluation Data Sources: Short Cycle Assessments
MAP assessment
Imagine Reading
STAAR 2021
Lesson Plans

Summative Evaluation: None

Strategy 1: Teachers will develop on grade level lesson plans that include targeted inquiry and formative assessment, modeling high expectations and rigorous thinking and learning.

Strategy's Expected Result/Impact: Increased student achievement

Staff Responsible for Monitoring: Campus Administrators
Teachers

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements:
Student Achievement 1, 2
Curriculum, Instruction, and Assessment 1

Funding Sources:
None

Formative	Summative
Oct	May
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Strategy 2: Campus administrators will conduct weekly walk-through observations and provide feedback digitally and/or in-person.

Strategy's Expected Result/Impact: Increased teachers support and student achievement.

Staff Responsible for Monitoring: Campus Administrators

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements:
Student Achievement 1, 2
Curriculum, Instruction, and Assessment 1

Funding Sources:
None

Formative
Oct
Jan
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Summative
May

Strategy 3: Teachers will analyze student data weekly in PLC meetings.

Strategy's Expected Result/Impact: Increased student achievement.

Staff Responsible for Monitoring: Campus Administrator
Teachers
Instructional Specialist

Title I Schoolwide Elements: 2.4, 2.6

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements:
Student Achievement 1, 2

Funding Sources:
None

Formative
Oct
Jan
Mar
Summative
May

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Student Achievement

Problem Statement 1: Overall, student achievement rates below grade level in all subjects. **Root Cause:** Lack of consistency in grades K-5 to plan, implement, and assess a strategic and personalized instructional plan.

Problem Statement 2: Our Economically Disadvantaged and Hispanic population continue to lack growth in Reading and Math failing to close gaps. **Root Cause:** Lack of consistency in grades K-5 to plan, implement, assess, and accelerate learning for below grade level students in Reading and Math.

Curriculum, Instruction, and Assessment

Problem Statement 1: Best teaching practices that utilize an aligned curriculum with technology are not consistent in K-5. **Root Cause:** Lack of training and resources for all students and staff.

Performance Objective 8: 5th Grade Reading "Approaches" percentages will increase from 80% (2019 STAAR) to 84% as measured by the 2021 STAAR;
5th Grade Reading "Meets" percentages will increase from 38% (2019 STAAR) to 42% as measured by the 2021 STAAR;
5th Grade Reading "Masters" percentages will increase from 18% (2019 STAAR) to 22% as measured by the 2021 STAAR;

Evaluation Data Sources: Short Cycle Assessments
MAP assessment
Imagine Reading
STAAR 2021
Lesson Plans

Summative Evaluation: None

Strategy 1: Teachers will develop on grade level lesson plans that include targeted inquiry and formative assessment, modeling high expectations and rigorous thinking and learning.

Strategy's Expected Result/Impact: Increased student achievement

Staff Responsible for Monitoring: Campus Administrators
Teachers

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements:
Student Achievement 1, 2
Curriculum, Instruction, and Assessment 1

Funding Sources:
None

Formative	Summative
Oct	May
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Mar	

Strategy 2: Campus administrators will conduct weekly walk-through observations and provide feedback digitally and/or in-person.

Strategy's Expected Result/Impact: Increased teacher support and student achievement.

Staff Responsible for Monitoring: Campus Administrators

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements:
Student Achievement 1
Curriculum, Instruction, and Assessment 1

Funding Sources:
None

Formative
Oct
Jan
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Summative
May

Strategy 3: Teachers will analyze student data weekly in PLC meetings.

Strategy's Expected Result/Impact: Increased student achievement.

Staff Responsible for Monitoring: Campus Administrator
Teachers
Instructional Specialist

Title I Schoolwide Elements: 2.4, 2.6

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements:
Student Achievement 1, 2

Funding Sources:
None

Formative
Oct
Jan
Mar
Summative
May

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Student Achievement

Problem Statement 1: Overall, student achievement rates below grade level in all subjects. **Root Cause:** Lack of consistency in grades K-5 to plan, implement, and assess a strategic and personalized instructional plan.

Problem Statement 2: Our Economically Disadvantaged and Hispanic population continue to lack growth in Reading and Math failing to close gaps. **Root Cause:** Lack of consistency in grades K-5 to plan, implement, assess, and accelerate learning for below grade level students in Reading and Math.

Curriculum, Instruction, and Assessment

Problem Statement 1: Best teaching practices that utilize an aligned curriculum with technology are not consistent in K-5. **Root Cause:** Lack of training and resources for all students and staff.

Performance Objective 9: 5th Grade Math "Approaches" percentages will increase from 82% (2019 STAAR) to 86% as measured by the 2021 STAAR;
5th Grade Math "Meets" percentages will increase from 34% (2019 STAAR) to 38% as measured by the 2021 STAAR;
5th Grade Math "Masters" percentages will increase from 12% (2019 STAAR) to 16% as measured by the 2021 STAAR.

Evaluation Data Sources: Short Cycle Assessments
MAP assessment
Imagine Math
STAAR 2021
Lesson Plans

Summative Evaluation: None

Strategy 1: Teachers will develop on grade level lesson plans that include targeted inquiry and formative assessment, modeling high expectations and rigorous thinking and learning.

Strategy's Expected Result/Impact: Increased student achievement

Staff Responsible for Monitoring: Campus Administrators
Teachers

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements:
Student Achievement 1, 2
Curriculum, Instruction, and Assessment 1

Funding Sources:
None

Formative	Summative
Oct	
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Mar	May

Strategy 2: Campus administrators will conduct weekly walk-through observations and provide feedback digitally and/or in-person.

Strategy's Expected Result/Impact: Increased teacher support and student achievement.

Staff Responsible for Monitoring: Campus Administrators

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements:
Student Achievement 1
Curriculum, Instruction, and Assessment 1

Funding Sources:
None

Formative
Oct
Jan
Mar
Summative
May

Strategy 3: Teachers will analyze student data weekly in PLC meetings.

Strategy's Expected Result/Impact: Increased student achievement.

Staff Responsible for Monitoring: Campus Administrator
Teachers
Instructional Specialist

Title I Schoolwide Elements: 2.4, 2.6

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements:
Student Achievement 1, 2

Funding Sources:
None

Formative
Oct
Jan
Mar
Summative
May

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Student Achievement

Problem Statement 1: Overall, student achievement rates below grade level in all subjects. **Root Cause:** Lack of consistency in grades K-5 to plan, implement, and assess a strategic and personalized instructional plan.

Problem Statement 2: Our Economically Disadvantaged and Hispanic population continue to lack growth in Reading and Math failing to close gaps. **Root Cause:** Lack of consistency in grades K-5 to plan, implement, assess, and accelerate learning for below grade level students in Reading and Math.

Curriculum, Instruction, and Assessment

Problem Statement 1: Best teaching practices that utilize an aligned curriculum with technology are not consistent in K-5. **Root Cause:** Lack of training and resources for all students and staff.

Performance Objective 10: 5th Grade Science "Approaches" percentages will increase from 55% (2019 STAAR) to 59% as measured by the 2021 STAAR;
5th Grade Science "Meets" percentages will increase from 15% (2019 STAAR) to 19% as measured by the 2021 STAAR;
5th Grade Science "Masters" percentages will increase from 1% (2019 STAAR) to 6% as measured by the 2021 STAAR.

Evaluation Data Sources: Short Cycle Assessments
MAP assessment
STAAR 2021
Lesson Plans

Summative Evaluation: None

Strategy 1: Teachers will develop on grade level lesson plans that include targeted inquiry and formative assessment, modeling high expectations and rigorous thinking and learning.

Strategy's Expected Result/Impact: Increased student achievement

Staff Responsible for Monitoring: Campus Administrators
Teachers

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements:
Student Achievement 1, 2
Curriculum, Instruction, and Assessment 1

Funding Sources:
None

Formative	Summative
Oct	May
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Strategy 2: Campus administrators will conduct weekly walk-through observations and provide feedback digitally and/or in-person.

Strategy's Expected Result/Impact: Increased teacher support and student achievement.

Staff Responsible for Monitoring: Campus Administrators

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements:
Student Achievement 1
Curriculum, Instruction, and Assessment 1

Funding Sources:
None

Formative
Oct
Jan
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Summative
May

Strategy 3: Teachers will analyze student data weekly in PLC meetings.

Strategy's Expected Result/Impact: Increased student achievement.

Staff Responsible for Monitoring: Campus Administrators
Teachers
Instructional Specialist

Title I Schoolwide Elements: 2.4, 2.6

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements:
Student Achievement 1, 2

Funding Sources:
None

Formative
Oct
Jan
Mar
Summative
May

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Student Achievement

Problem Statement 1: Overall, student achievement rates below grade level in all subjects. **Root Cause:** Lack of consistency in grades K-5 to plan, implement, and assess a strategic and personalized instructional plan.

Problem Statement 2: Our Economically Disadvantaged and Hispanic population continue to lack growth in Reading and Math failing to close gaps. **Root Cause:** Lack of consistency in grades K-5 to plan, implement, assess, and accelerate learning for below grade level students in Reading and Math.

Curriculum, Instruction, and Assessment

Problem Statement 1: Best teaching practices that utilize an aligned curriculum with technology are not consistent in K-5. **Root Cause:** Lack of training and resources for all students and staff.

Performance Objective 11: The percentage of students that Met Standard on all subjects/grades tested will increase from 69% (2019 STAAR) to 73% as measured by the 2021 STAAR.

Evaluation Data Sources: Short Cycle Assessments
MAP assessments
Imagine Reading
Imagine Math
STAAR 2021
Lesson Plans

Summative Evaluation: None

Strategy 1: Teachers will develop on grade level lesson plans that include targeted inquiry and formative assessment, modeling high expectations and rigorous thinking and learning.

Strategy's Expected Result/Impact: Increased student achievement

Staff Responsible for Monitoring: Campus Administrators
Teachers

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements:
Student Achievement 1, 2

Funding Sources:
None

Formative	Summative
Oct	May
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Strategy 2: Campus administrators will conduct weekly walk-through observations and provide feedback digitally and/or in-person.

Strategy's Expected Result/Impact: Increased teacher support and student achievement.

Staff Responsible for Monitoring: Campus Administrators

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements:
Student Achievement 1, 2
Curriculum, Instruction, and Assessment 1

Funding Sources:
None

Formative

Oct

Jan

Mar

Summative

May

Strategy 3: Teachers will analyze student data weekly in PLC meetings.

Strategy's Expected Result/Impact: Increased student achievement.

Staff Responsible for Monitoring: Campus Administrators
Teachers
Instructional Specialist

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements:
Student Achievement 1, 2

Funding Sources:
None

Formative

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Summative

May

Strategy 4: Teachers in grades all grades will implement AVID strategies aligned with the components of WICOR (Writing, Inquiry, Collaboration, Organization, and Reading)

Strategy's Expected Result/Impact: Increased student achievement.

Staff Responsible for Monitoring: Campus Administrators
Teachers

Title I Schoolwide Elements: 2.4, 2.6

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements:
Student Achievement 1, 2
Curriculum, Instruction, and Assessment 1

Funding Sources:
None

Formative
Oct
Jan
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Summative
May

Strategy 5: Gonzales Elementary will implement opportunities to develop and distribute Parent and Family Engagement Policy. Gonzales Elementary will implement Parent and Family Literacy and Math opportunities for all.

Strategy's Expected Result/Impact: Increased parent engagement and student achievement.

Staff Responsible for Monitoring: Campus Administrators
Teachers
Dyslexia Teacher
Instructional Specialist

Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements:
Student Achievement 1, 2

Funding Sources:
None

Formative
Oct
Jan
Mar
Summative
May

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Student Achievement

Problem Statement 1: Overall, student achievement rates below grade level in all subjects. **Root Cause:** Lack of consistency in grades K-5 to plan, implement, and assess a strategic and personalized instructional plan.

Problem Statement 2: Our Economically Disadvantaged and Hispanic population continue to lack growth in Reading and Math failing to close gaps. **Root Cause:** Lack of consistency in grades K-5 to plan, implement, assess, and accelerate learning for below grade level students in Reading and Math.

Curriculum, Instruction, and Assessment

Problem Statement 1: Best teaching practices that utilize an aligned curriculum with technology are not consistent in K-5. **Root Cause:** Lack of training and resources for all students and staff.

Performance Objective 12: The percentage of students meeting or exceeding the growth target will increase from 75% (2019 STAAR) to 78% as measured by the 2021 STAAR.

Evaluation Data Sources: Short Cycle Assessments
MAP assessments
Imagine Reading
Imagine Math
STAAR 2021
Lesson Plans

Summative Evaluation: None

Strategy 1: Teachers will develop on grade level lesson plans that include targeted inquiry and formative assessment, modeling high expectations and rigorous thinking and learning.

Strategy's Expected Result/Impact: Increased student achievement

Staff Responsible for Monitoring: Campus Administrators
Teachers

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements:
Student Achievement 1, 2
Curriculum, Instruction, and Assessment 1

Funding Sources:
None

Formative	Summative
Oct	May
Jan	
Mar	

Strategy 2: Campus administrators will conduct weekly walk-through observations and provide feedback digitally and/or in-person.

Strategy's Expected Result/Impact: Increased teacher support and student achievement.

Staff Responsible for Monitoring: Campus Administrators

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements:
Student Achievement 1, 2
Curriculum, Instruction, and Assessment 1

Funding Sources:
None

Formative

Oct

Jan

Mar

Summative

May

Strategy 3: Teachers will analyze student data weekly in PLC meetings.

Strategy's Expected Result/Impact: Increased student achievement.

Staff Responsible for Monitoring: Campus Administrators
Teachers
Instructional Specialist
Dyslexia Teacher

Title I Schoolwide Elements: 2.4, 2.6

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements:
Student Achievement 1, 2
Curriculum, Instruction, and Assessment 1

Funding Sources:
None

Formative

Oct

Jan

Mar

Summative

May

Strategy 4: Teachers in all grades will implement AVID strategies aligned with the components of WICOR (Writing, Inquiry, Collaboration, Organization, and Reading)

Strategy's Expected Result/Impact: Increased student achievement.

Staff Responsible for Monitoring: School Administrators
Teachers

Title I Schoolwide Elements: 2.4, 2.6

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements:
Student Achievement 1, 2

Funding Sources:
None

Formative
Oct
Jan
Mar
Summative
May

Strategy 5: The Response to Intervention teams will meet every six weeks to analyze data on students performing below grade level to target and accelerate instruction.

Strategy's Expected Result/Impact: All students performing on grade level.

Staff Responsible for Monitoring: Campus Administrator
Counselor
Teachers
Dyslexia Teacher
Instructional Specialist

Title I Schoolwide Elements: 2.4, 2.6

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements:
Student Achievement 1, 2
Curriculum, Instruction, and Assessment 1

Funding Sources:
None

Formative
Oct
Jan
Mar
Summative
May

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Student Achievement

Problem Statement 1: Overall, student achievement rates below grade level in all subjects. **Root Cause:** Lack of consistency in grades K-5 to plan, implement, and assess a strategic and personalized instructional plan.

Problem Statement 2: Our Economically Disadvantaged and Hispanic population continue to lack growth in Reading and Math failing to close gaps. **Root Cause:** Lack of consistency in grades K-5 to plan, implement, assess, and accelerate learning for below grade level students in Reading and Math.

Curriculum, Instruction, and Assessment

Problem Statement 1: Best teaching practices that utilize an aligned curriculum with technology are not consistent in K-5. **Root Cause:** Lack of training and resources for all students and staff.

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

The comprehensive needs assessment was reviewed and updated by the campus improvement team on

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

The campus improvement plan was developed and updated with the campus improvement team on

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

Campus Funding Summary

Title One School- Improvement					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	4	1	Technology		$9,500.00
				Sub-Total	$9,500.00
				Grand Total	$9,500.00

Addendums

Ector County Independent School District

Hays Magnet Academic Academy

Improvement Plan

2020-2021

Accountability Rating: Not Rated: Declared State of Disaster

Mission Statement

The mission of the ECISD Community, a passionate, unified, world-class leader in education, is to develop world-ready, life-long learners who discover their unique gifts, achieve personal success, and fuel their community by building unified, comprehensive community support and participation that fosters a standard of excellence: serving as advocate and steward for all students; ensuring relevant teaching, engaged learning, and dynamic innovation; and maximizing all available resources.

Beliefs

We believe that…

Each person has inherent worth and unique strengths.
Curiosity and learning are natural and grow without limit given stimulation and nurturing.
People are interdependent.
Each individual has a responsibility to add value to self and community.
Individuals are accountable for their choices and actions.
Education creates opportunity and opportunity creates a better world.
Progress improves and adds value to human life.
Fear limits life's potential; courage inspires living.
There difference between right and wrong.
Values learned at home affect lifetime.
Leadership is influence everyone is leader.

Campus Mission:

The mission of Hays STEAM Academy is to develop scholars SHINE. SHINE stands for **S**cholars with **H**onor**, I**ntegrity, and **N**ever-ending **E**nthusiasm.

A child may qualify for the Hays academic program by meeting the following criteria:

Incoming kindergarten scholars:

- Score at or above the 69th percentile on the *Readiness Test for Kindergarten*

Incoming first-fifth grade scholars:

- Potential scholars must score at or above the 50th percentile on a nationally-standardized achievement test. AND
- Meet standard on state assessment (grades 4-5)
- Maintain a 95% attendance record without excessive tardies or late pick-ups.
- Have a record of acceptable behavior (No previous discipline issues or office referrals)
- Have no previous report card grades less than 80% in all core subjects

Vision

Hays STEAM Academy hosts a community of diverse scholars who demonstrate exemplary personal character and social responsibility through intellectual, emotional, and physical excellence.

Core Beliefs

High expectations, together with a strong support system and rigorous curriculum, form the core beliefs at Hays STEAM Academy. Academic achievement, character education, healthy self-esteem, and critical-thinking skills are emphasized for every scholar. The program is designed and differentiated to meet the needs of scholars who work best in an accelerated learning environment. The high academic achievement demonstrated by Hays scholars is the result of a dynamic learning partnership of students, parents, staff, and community.

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- Goal 1 : Foundational Excellence: Hays STEAM Academy will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices. 33
- Goal 2 : Invest in Talent: Hays STEAM Academy will recruit, develop and retain highly-effective individuals who are invested in looking at tomorrow to inform their practices today. 48
- Goal 3 : Learning Journey: Hays STEAM Academy will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. Hays will equip students to be adaptable in an ever-changing society. 54

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Hays Elementary has been in existence for 64 years. The school was established in 1956. In 1983, Hays became a magnet school. Hays STEAM Academy currently serves our community as an Academic School of Choice with a focus on STEAM (Science, Technology, Engineering, Art, and Math).

We have four full-day Pre-Kindergarten units serving three and four-year-old students with a total of 68 scholars. One full-day Pre-Kindergarten unit of 15 students is available for ECISD employees' children ages three and four. One full-day Pre-Kindergarten unit of 12 serves bilingual. The remaining two units are open to the public and serves 21 students each.

The attendance rate for Hays through March 5, 2020 was 96.1%.

Hays employs 31 Teachers, 5 Aides, one Librarian, two Administrators, one Instructional Specialist, one Counselor, one Secretary, one flex aide, and one Attendance Clerk. Hays shares a Dyslexia Therapist with Blackshear Elementary, and a Speech Therapist with another campus. 30 classroom teachers hold a Bachelor's Degree, and seven hold a Master's Degree. Hays staff consists of 23 white females, 28 Hispanic females, 1 other (Asian) female, 2 Hispanic male custodians, and 1 black male administrator.

For the 2020-2021, sixteen staff members are new to Hays, five have 1-5 years experience, 4 have 6-10 years experience, 6 have 11-20 years experience, and 6 have over 20 years experience. Two teachers left the district (relocated) at the end of the 2019-2020 school year. Last year two subs filled vacancies in 1st and 4th grade. They have both been replaced with certified teachers.

Hays STEAM Academy draws scholars from many parts of our city. The majority of scholars' parents work during the day but remain involved in their scholar's school life through parent conferences, school programs, and apps such as Class Dojo. A small percentage of our parents speak Spanish only. Hays is unlike other campuses in the district due to our low rate of student mobility. We lose and/or gain a few new students during the school year.

Based on the 2019-2020 PEIMS student data, the student populations consists of 389 scholars. The demographic breakdown includes:

STUDENT DATA					
Total Enrollment	416	409	396	389	-7
Total Membership	416	409	396	389	-7
Early Education	0	0	0	0	0
Pre-Kindergarten	56	43	44	44	0
Kindergarten	59	73	68	71	3
Grade 1	60	52	70	66	-4
Grade 2	70	60	50	1008 59	9

Grade 3	71	60	50	50	0
Grade 4	61	64	56	50	-6
Grade 5	39	57	58	49	-9

Ethnic Distribution					
White	82	76	68	69	1
Hispanic / Latino	292	292	281	276	-5
Black or African American	29	27	32	28	-4
Asian	2	4	4	3	-1
American Indian or Alaska Native	1	0	0	0	0
Native Hawaiian/ Pacific Islander	0	0	2	3	1
Two or More	10	10	9	10	1

Special Populations					
At Risk	92	84	83	76	-7
Economic Disadvantaged	185	149	177	152	-25
Lep	64	62	50	61	11
Special Education	3	10	7	10	3
Career & Technology Ed	0	0	0	0	0
Bilingual Education	61	59	51	53	2
ESL Education	4	4	2	2	0
Alternative Language				10	
Gifted & Talented Education	95	110	95	93	-2
Title I	3	409	396	389	-7
Immigrant	7	3	2	5	3
Migrant	1	0	0	0	0
Military Connected	7	4	3	21	18
Foster Care	0	0	2	1	-1
Homeless	3	8	5	3	-2
Dyslexia	1	5	3	3	0

*The current attendance for Hays STEAM Academy is 439.

Demographics Strengths

1. 22% of Hays scholars are in the Gifted & Talented program. They are served on campus by two full-time GT teachers.

- 5th Grade =52%
- 4th =44%
- 3rd =32%

- 2nd =26%
- 1st=18%

2. Parent involvement is also a strength. Many parents volunteer through the district's VIPS program, eat lunch with their scholars, and attend school functions regularly. Hays formed a PTA at the request of parents last year. The PTA currently has 126 members.

3. Another demographic strength is the low turnover of students during the school year. In 2019-2020, 6.3% of students left Hays during the year and very few students enter Hays after school begins.

4. Hays maintains an attendance rate of 96.1% that is above the district and state averages. The district attendance rate is 93.5%; The Texas attendance rate is 95.4%. This is due, in part, to the contract parents must sign to enroll their student at Hays. Students are not allowed more than ten absences to remain at Hays. Teachers and office staff closely monitor attendance and students are placed on a growth plan when they reach seven absences.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Hays STEAM Academy consists of 0% male teachers as compared to the national average of 11%. **Root Cause:** Hays STEAM Academy is 100% staffed by female teachers because of low male participation in elementary education. The national average is 11%.

Problem Statement 2 (Prioritized): Hays STEAM Academy consists of 39% new staff members for the 2020-2021 school year. **Root Cause:** Two new PK classes were established this year. In addition, several teachers accepted promotions within ECISD, while several relocated to different parts of the state. Finally, three permanent subs were replaced with certified teachers.

Student Achievement

Student Achievement Summary

The data below is from the Texas Education Agency (TEA) **School Report Card** from 2018-2019.

Overall Score/Rating = 93%

Student Achievement Domain 1 = 90% = A

School Progress Domain 2 =85% = B

Closing the Gaps Domain 3 = 100% = A (Top 25%)

Domain I Student Achievementys had an overall scaled score of 90/A which is an improvement of five points from the 85/B score in 2018.
The campus met the standard in this domain.

Domain 2, School Progress

Within this domain, Academic Growth has a scaled score of 80/B compared to a 57/F in 2018 and a 77/C in 2017. The second part of Domain 2 is Relative Performance which had a scaled score of 85/B compared to 77/C in 2018 and 86/B in 2017.
Relative performance looks at schools with the same percentage of economically disadvantaged students doing better than our campus. Hays had 45% of students categorized as economically disadvantaged in 2018-19.

Domain 3 Closing the Gaps

Hays had a scaled score of 100/A compared to 69/D in 2018 and 100/A in 2017. In Domain 3, Hays met 100% of the evaluated indicators for growth status.

STAAR Results

All Subjects

Year	State	District	Hays	Hispanic	White	Eco Dis
2019			92	93	94	92
2018	77	63	90	90	92	90

All Subjects

2017	75	61	92	91	94	91

Reading

Year	State	District	Hays	Hispanic	White	Eco Dis
2019	75	63	95	96	95	94
2018	74	60	94	82	97	97
2017	72	57	96	95	100	96
Math						
2019	80	60	92	94	91	92
2018	81	67	90	90	92	90
2017	79	64	94	94	94	91

State Assessment Results -- Approaches

3rd Grade STAAR Reading Approaches Grade Level

Year	State	District	Hays	Hispanic	White	EcoDis
2019	75	66	94	95	100	100
2018	77	69	92	91	N/A	N/A
2017	73	63	96	96	100	96

3rd Grade STAAR Reading Meets Grade Level

Year	State	District	Hays	Hispanic	White	Eco Dis
2019	42	36	55	42	40	42
2018	43	32	46	44	N/A	N/A

Year	State	District	Hays	Hispanic	White	Eco Dis
2017	45	34	80	80	85	69

3rd Grade STAAR Reading Masters Grade Level

Year	State	District	Hays	Hispanic	White	Eco Dis
2019	18	12	37	42	40	42
2018	25	16	24	23	N/A	N/A
2017	29	21	49	48	62	35

3rd Grade STAAR Math Approaches Grade Level

Year	State	Distric	Hays	Hispanic	White	Eco Dis
2019	78	64	84	89	80	89
2018	78	69	80	81	N/A	N/A
2017	77	66	94	94	100	92

3rd Grade STAAR Math Meets Grade Level

Year	State	District	Hays	Hispanic	White	Eco Dis
2019	40	33	61	63	60	68
2018	47	36	39	44		
2017	49	37	72	74	77	62

3rd Grade STAAR Math Masters Grade Level

Year	State	District	Hays	Hispanic	White	Eco Dis
2019	24	15	36	42	20	47
2018	23	16	17	19	N/A	N/A
2017	26	17	44	48	46	35

4th Grade STAAR Reading Approaches Grade Level

Year	State	District	Hays	Hispanic	White	Eco Dis
2019	73	65	93	95	90	94
2018	73	60	92	89		95
2017	70	55	98	98	100	100

4th Grade STAAR Reading Meets Grade Level

Year	State	District	Hays	Hispanic	White	Eco Dis
2019	36	33	57	51	80	53
2018	46	33	60	59		58
2017	44	30	78	80	85	81

4th Grade STAAR Reading Masters Grade Level

Year	State	District	Hays	Hispanic	White	Eco Dis
2019	28	14	23	21	40	18
2018	24	16	40	46	N/A	37
2017	24	14	37	38	46	26

4th Grade STAAR Math Approaches Grade Level

Year	State	District	Hays	Hispanic	White	Eco Dis
2019	74	64	93	95	90	94
2018	78	68	95	93	N/A	N/A
2017	76	61	88	90	N/A	84

4th Grade STAAR Math Meets Grade Level

Year	State	District	Hays	Hispanic	White	Eco Dis
2019	35	38	39	37	50	41
2018	49	36	50	54	N/A	N/A
2017	47	32	57	63	N/A	55

4th Grade STAAR Math Masters Grade Level

Year	State	District	Hays	Hispanic	White	Eco Dis
2019	28	17	27	23	50	24
2018	27	16	26	28	N/A	N/A
2017	27	16	23	30	N/A	29

4th Grade STAAR Writing Approaches Grade Level

Year	State	District	Hays	Hispanic	White	Eco Dis
2019	65	52	95	93	100	94
2018	63	53	94	93	N/A	N/A
2017	65	50	87	85	N/A	90

4th Grade STAAR Writing Meets Grade Level

Year	State	District	Hays	Hispanic	White	Eco Dis
2019	33	21	61	60	60	47
2018	39	29	68	70	N/A	N/A
2017	34	23	55	55	N/A	61

4th Grade STAAR Writing Masters Grade Level

Year	State	District	Hays	Hispanic	White	Eco Dis
2019	10	5	21	16	30	24
2018	11	6	19	20	N/A	N/A
2017	11	6	18	23	N/A	23

5th Grade STAAR Reading Approaches Grade Level

Year	State	District	Hays	Hispanic	White	Eco Dis
2019	77	64	98	98	100	100
2018	84	70	98	97	100	100
2017	82	69	82	89	N/A	N/A

5th Grade STAAR Reading Meets Grade Level

Year	State	District	Hays	Hispanic	White	Eco Dis
2019	51	37	71	70	63	70
2018	54	38	64	59	77	62
2017	48	32	51	52	N/A	N/A

5th Grade STAAR Reading Masters Grade Level

Year	State	District	Hays	Hispanic	White	Eco Dis
2019	29	16	39	40	25	40
2018	26	13	31	30	38	38
2017	25	15	26	26	N/A	N/A

5th Grade STAAR Math Approaches Grade Level

Year	State	District	Hays	Hispanic	White	Eco Dis
2019	83	74	98	98	100	100
2018	91	82	96	95	N/A	95
2017	87	77	100	100	N/A	100

5th Grade STAAR Math Meets Grade Level

Year	State	District	Hays	Hispanic	White	Eco Dis
2019	56	43	71	70	75	65
2018	58	42	67	78	N/A	71
2017	50	35	67	70	N/A	63

5th Grade STAAR Math Masters Grade Level

Year	State	District	Hays	Hispanic	White	Eco Dis
2019	36	23	45	47	38	30
2018	30	18	35	35	N/A	48
2017	24	15	33	37	N/A	26

5th Grade STAAR Science Approaches Grade Level

Year	State	District	Hays	Hispanic	White	Eco Dis
2019	73	59	82	79	89	75
2018	76	66	74	78	77	58
2017	74	61	79	74	89	75

5th Grade STAAR Science Meets Grade Level

Year	State	District	Hays	Hispanic	White	Eco Dis
2019	48	32	54	53	50	40
2018	41	28	28	28	31	32
2017	42	29	38	41	38	38

5th Grade STAAR Science Masters Grade Level

Year	State	District	Hays	Hispanic	White	Eco Dis
2019	15	14	20	23	0	15
2018	17	9	0	0	0	0
2017	18	10	15	11	23	11

Pre-K Data: (Information based on 35 Pre-K students)

29 students knew 20 uppercase letters

22 students knew lowercase letters

15 students knew 20 letter sounds.

Student Achievement Strengths

The campus is rated an "A" campus by Texas Education Agency.

3. Campus met 100% of indicators in Domain 3.

4. Every grade level had over 50% of students reach "Meets Grade Level" on STAAR Reading. With 71% of 5th graders reaching the "Meets" standard.

5. Overall the campus had over 50% of students reach "Meets Grade Level" on STAAR Math. 61% of third graders and 71% of 5th graders reached the "Meets" standard

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): Compared to the state, not every student is showing growth in reading. Hays growth score was 76 compared to the state growth score of 81. **Root Cause:** Instruction is not reaching the depth and complexity of the TEKS.

Problem Statement 2 (Prioritized): Only 53% of Hays scholars scored at Meets Grade Level or above. We were below the state score of 54% . **Root Cause:** Hays needs to monitor student progress monthly in PLC meetings.

Problem Statement 3 (Prioritized): In 4th grade Reading, 51% Hispanics scored Meets compared to 81% in the white population. In 4th grade math, 37% Hispanics scored Meets or above compared to 50% of white students. **Root Cause:** Teachers need formal training on culturally responsive teaching practices.

Problem Statement 4: Handwriting remains a critical skill in the classroom. **Root Cause:** Scholars need an engaging and developmentally appropriate instructional method to master handwriting as an automatic and comfortable skill.

School Culture and Climate

School Culture and Climate Summary

Student attendance through March 2019-2020 at Hays STEAM Academy was 96.1%.

Mission: The mission of Hays STEAM Academy is to develop scholars who **SHINE**. Shine stands for **S**cholars with **H**onor,**I**ntegrity, and **N**ever-ending **E** nthusiasm.

Vision: Hays STEAM Academy hosts a community of diverse scholars who demonstrate exemplary personal character and social responsibility through intellectual, emotional, and physical excellence.

Core Beliefs: Hays STEAM Academy sets high expectations, together with a strong support system and rigorous curriculum, for the core beliefs. Academic achievement, character education, healthy self-esteem, and critical-thinking skills are emphasized for every scholar. The program is designed and differentiated to meet the needs of scholars who work best in an accelerated learning environment. The high academic achievement demonstrated by Hays scholars is the result of a dynamic learning partnership of students, parents, staff, and community.

Teachers understand the importance of their role in learning. In 2019-2020, Hays had 5 teachers with more than ten total absences. Two teachers were on maternity leave the first semester. Many of these were due to personal or family illnesses that led to multiple days missed. There are approximately 200 substitute teachers available within the district and teachers know that when they are absent, their students are likely to be split among their co-workers on the grade level. The teachers are excellent to support each other in times of need and do not take advantage of one another.

In 2019-2020 there were 26 discipline referrals written at Hays. In the previous school year (2018-2019) 77 discipline referrals were written. Most discipline referrals come from the primary grades because scholars are non-renewed for inappropriate behavior before they reach the upper grades. If a scholar exhibits behavior that impedes their learning or the learning of other scholars, they are placed on a growth plan. The growth plan meeting with the teacher, parents, and student sets goals for students to show improvement in their behavior. Parents meet with teachers every six weeks to monitor progress. One student was placed at the Elementary Alternative Campus in 2019-2020 for "Use or threat of exhibit or use of a firearm."

The campus uses CHAMPS procedures for common areas and classroom activities. At Hays, CHAMPS is known as "SHINE" to fit the school motto. Three years ago, the campus began implementing Conscious Discipline. There is a varied level of implementation across the classrooms. During 2020-2021, the campus will participate in the remote courses as a group and allow time for those who have implemented Conscious Discipline with success to act as a small group facilitator during the course. These teachers will share their successes with new teachers (and those who have not fully implemented the program) and serve as mentors for Conscious Discipline. There is a need to have training for families in Conscious Discipline. The administrators plan to work with the two ECISD Pre-K centers to determine the best way to roll this out to families.

Parent involvement at Hays is excellent. 100% of students had a parent attend at least one school event in 2019-2020. Parents are engaged through monthly "Coffee & Donuts with the Principal" where short trainings on different topics is offered in Englilsh and Spanish. The average attendance for meetings was 30-40 parents per month. We have offered training in AVID, writing, reading, math, and Title I. These sessions occurred at 8:00am or 5:30 pm to

accommodate the working parents. Other ways families are engaged at Hays include monthly music programs, family STEAM nights, the VIPS volunteer program, and family star parties. Parents attend a parent-teacher conference in the first quarter of the year to review classroom and campus expectations, the Title I Parent Involvement Policy, magnet contract, and student goals. In the spring semester, each family is invited to attend a "Student-Led Conference where scholars review their goals, progress towards those goals, and work samples with their families. In the past, parents were encouraged and welcome to eat lunch with their scholars as often as possible. Most days, the cafeteria hosted over 20 parents. Many of our parents with students in the SIP program come to campus on their scholar's SIP day to learn to play chess with their scholars in the cafeteria.

The Vips program consists of 30 men and women who work in the building decorating for parent events, music programs, special events (Christmas, Valentines Day, Shark Finder, Red Ribbon Week,etc). A few volunteer to help seat and monitor students during lunch. They assist teachers by laminating, etc.

The campus does have some parents who are non-English speaking. All parent notes are sent home in English and Spanish. In addition, all training and meetings were translated in Spanish. The monthly Hays Family Newsletter is distributed through SMORE which offers translations in several languages.

Campus Referrals:

2019-2020 = 26

2018-2019 = 77

2017-2018 = 34

2016-2017 = 45

2015-16= 29

School Culture and Climate Strengths

Attendance and behavior of scholars and staff is exemplary. Scholars know to complete missing assignments prior to or after an absence. The learning opportunities on campus are such that scholars do not want to miss out. The staff has a high attendance rate because they understand that no one else can perform the job in the same way they can when they are absent.

The scholarly behavior of all students in another strength. The staff works hard to instill skills scholars need in order to self-regulate their emotions. Social/emotional learning is valued from Pre-K through fifth grade.

We will continue to implement SPECIAL: smile, posture, eye contact, charm, introducing yourself, asking a question, and leaning in and listening.

Parent involvement is also a strength. Parents are involved in scholars' learning by signing the daily planner, communicating with teachers through Class Dojo,and attending campus functions. The campus has 100% participation through Class Dojo.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1 (Prioritized): Conscious Discipline is not fully implemented in all classrooms or grade levels because 11 out of 31 teachers are new to the campus.. **Root Cause:** All teachers have not been trained and some do not understand how Conscious Discipline fits into their grade level. After school training's will begin in September.

Problem Statement 2 (Prioritized): Hays STEAM Academy parents will be have the opportunity to ask questions and provide feedback to the principal. **Root Cause:** Not all parents are skilled in the social media apps Hays STEAM Academy utilizes.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Recruitment and placement of high-quality staff is done at the district level. Open positions have been filled with certified teachers with the exception of a PK bilingual classroom.

All new teachers are given a mentor on campus. The mentor teaches the same grade or a grade below/above the new teacher. Mentors and their mentees are expected to meet at least weekly for 30 minutes. New teachers meet twice monthly with administrators to review campus procedures and expectations, as well as review data.

Teachers in need of improvement receive weekly coaching from an administrator. In addition, teachers meet regularly with the TTess appraiser to work towards goals listed in their improvement plan. Professional Development to help improve instruction is determined on an individual basis for these teachers.

In 2020-2021, eleven teachers are new to Hays: one teacher is a first year teacher. five have 1-5 years experience, 4 have 6-10 years experience, 6 have 11-20 years experience, and 6 have over 20 years experience. Two teachers left the district (relocated) at the end of the 2019-2020 school year. Two subs who filled vacancies in 1st and 4th grade have been replaced with certified teachers. One teacher was nonrenewed.

The average class sizes are as follows: Pre-K Monolingual=20, Bilingual =12; Kinder Monolingual=20, Bilingual=17; 1st Monolingual=19, Bilingual=14; 2nd Monolingual=16, Bilingual=12; 3rd Monolingual=24, Bilingual=12; 4th Monolingual=24, Bilingual=12; 5th Monolingual=21, Bilingual=12.

Hays employs 30 certified Teachers, 5 Aides, one Librarian, two Administrators, one Counselor, one Secretary, one Magnet Clerk, and one Attendance Clerk. Hays shares a Dyslexia Therapist with Blackshear Elementary, and a Speech Therapist with another campus. 30 classroom teachers hold a Bachelor's Degree and four hold a Master's Degree. 23 are white female, 29 are hispanic which includees 2 male custodians, 1 black male administrator, and 2 other (Asian) females.

Professional development is planned at the district and campus levels. This year at the campus level, all professional learning will be planned to equip staff in implementing STEAM Components including Project Lead the Way and Engineering is Elementary, AVID, Blended Learning, Conscious Discipline, and CHAMPS, and Depth and Complexity. Teachers will also be able to choose the professional learning needed for the upcoming school year.

The district technology specialist assigned to Hays, Amanda Webber, will provide training and follow-up for using technology to enhance instruction. Monthly technology training occurs during grade-level conference times. The focus is not only on the technology used by teachers but on how scholars can use technology as a creative way to demonstrate their learning. Teachers are expected to use what they have learned during this training to share with the school community via Twitter.

Grade-level PLC's are held every Tuesday in the conference room. This time is used to review curriculum, data, assessments, etc. It is also used for a time to train on campus initiatives. During PLC time, teachers are encouraged to share effective teaching practices with each other. An administrator is involved in

the planning and execution of PLC's. This can include help in lesson planning, modeling, and co-teaching lessons, and observation and coaching feedback.

Recruitment strategies consist of AVID presentations on the district level. Teachers also excel with social media apps which ensures Hays STEAM Academy is in front of the public sharing the learning on campus. In addition, administrators attend all job fairs sponsored by ECISD.

Staff Quality, Recruitment, and Retention Strengths

1. The campus is staffed with certified teachers with the exception of a PK bilingual classroom..

2. Small class sizes as compared to the rest of the district.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1 (Prioritized): At Hays STEAM Academy, 97% of the teachers are certified. **Root Cause:** Permanent subs were utilized in 4th and 1st grades for the duration of the school year as they both were pursuing alternative certification.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

All scholars at Hays STEAM Academy attend Art, Music, and Library every week. Students attend PE classes four times per week. Teachers have a weekly scheduled time to take their classes to the Science Lab or Vivarium, Maker space, and Computer Lab. Classes also attend monthly guidance lessons with the counselor.

There are multiple opportunities for learning in the hallwalls. For example, scholars are able to utilize lego walls, Interactive Flat Panels, and interactive white boards where administrators pose weekly questions for scholars, staff, and visitors to answer.

Depth and Complexity and AVID are used schoolwide. The AVID Site Team meets at least monthly to plan and assess campus AVID initiatives. AVID Ambassadors are a group of students that meet weekly after school to work with teachers on AVID initiatives. The campus participates in monthly community service events including volunteering at the West Texas Food Bank and conducting various supply drives for non-profit agencies. Scholars also participate in Lemondade Day. Teachers are provided materials to work with scholars on entrepreneurship lessons where they learn to operate their own business. The AVID Site Team plans a yearly "Career Week" where scholars are exposed to college choices, career choices, etc. through classroom lessons, research, and a panel of commuity members that come in to talk about their chosen careers.

Hays partners with Complex Community Federal Credit Union, Sewell Family of Companies, and Junior Achievement to offer JA curriculum in all classrooms Kinder through Fifth grade. These lessons enable community members to be present in our building and deliver high-quality lessons that tie directly into the Math and Social Studies TEKS.

All classrooms, kinder through fifth grade, have 1-1 technology with ipads. In pre-K, there are classroom sets of up to ten iPads per classroom. The campus has a plethora of technology including 3D printers, VR/AR goggles, laptop carts, and interactive flat panels in the hallways and Vivarium.

We have also received Chromebooks for STAAR testing in grades 3-5.

All teachers use the STEAM curriculum from Project Lead The Way (PLTW) and/or Engineering is Elementary (EIE). The goal is to have a seamless integration of STEAM lessons with the adopted district scope and sequence. Teaching lessons in STEAM and AVID using Depth and Complexity helps to prepare Hays scholars for a future where all are ready for the challenges of Middle School.

The campus Vivarium Club works with the district Innovation Department to learn about and breed insects. Middle and High School Science classes are able to use these insects when learning about neuroscience research. The end goal is to sell some of the insects to medical researchers; thereby, generating revenue to support the club.

Hays partners with the West Texas Astronomy Club to offer a Star Party twice a year for scholars and their families and guests. Unfortunately, the parties are very dependent on the weather and were canceled several times last year due to rain and clouds. We had approximately 150 scholars attend with their parents October 4, 2019.

Scholars who do not perform well on state assessments and/or other classroom assessments are placed on a growth plan. Scholars can also be placed on a growth plan for excessive tardies, excessive absences, or misbehavior. The academic growth plan for each scholar lists specific goals for scholars, teachers, and parents to help close academic gaps. All growth plans are monitored closely by teachers and parents who meet at least once every six weeks.

After school enrichment clubs begin in October and are offered to any scholar who meets the application criteria. Clubs offer scholars a way to explore intersts or develop further skills in an area of interest. In the past, clubs have included: Honor choir, Intramural Sports, Vivarium Club, and Destination Imagination. There is a need to expand and offer more clubs to meet the needs of all scholars. The goal for 2020-2021 is for each teacher to commit to sponsoring a club for at least one nine-week period. In addition, Hays will also provide after school care for ECISD employees.

Scholars are recognized and celebrated in many ways such as positive office referrals from a teacher, lunch bunch with the counselor, scholar of the month, and semester awards assemblies.

Supplemental resources used are Conscious Discipline, Project Lead the Way, Engineering is Elementary, AVID Certified PK-5 and Social Emotional Learning. AVID. SEL, and Conscious Discipline are integrated into our daily routines.

Curriculum, Instruction, and Assessment Strengths

1. Multiple learning opportunities is another campus strength. Teachers understand the importance of taking scholars outside of the classroom walls to learn in different environments and settings.

2. Teachers willingness to learn and implement new learning in their lessons. Teachers are willing to take risks and try new things due to the supportive environment on campus.

3. Caring for and nurturing each scholar academically, socially and emotionally is a priority for all staff. It is evident from the time you walk into the building that the staff truly cares about each student.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): 37% of teachers do not fully comprehend and use with fidelity the AVID program. **Root Cause:** Not all teachers have attended AVID Summer Institute or AVID Foundations..

Problem Statement 2 (Prioritized): During family STEAM nights, 25% of parents did not comprehend all components of STEAM taught at Hays, especially the engineering component. **Root Cause:** Lack of parental exposure to the engineering curriculum.

Parent and Community Engagement

Parent and Community Engagement Summary

The city of Odessa is located in the Permian Basin which is the #1 producer of oil and gas in the United States. Odessa is one of the fastest-growing cities in the United States and has a very high cost of living. Major employers in the area include oil and gas companies, ECISD, OC, UTPB, ORMC, and MCH.

The Campus Improvement Team has two parent representatives, two business representatives, and two community representatives. These members give the team a different perspective than that of educators.

The campus is fortunate to have high parent involvement. 100% of all scholars had parents attend at least one campus event last school yer. Meet the Teacher last year had 87.7% of students have at least one parent present. Hays parents frequenty visit the campus during lunchtime. Many days there are five tables full of family members eating lunch with their scholars during each grade level lunch period. Parents attend parent conferences, music programs, and Family STEAM nights.

After Covid-19, we will continue "Coffee and Donuts with the Principal". We had between 2-40 parents attend the monthly meetings. During this time, parents were able to ask questions and give input. A short presentation was made in English and Spanish on diffeent topics throughout the year suh as math games with dice and cards, AVID, reading at home, and Conscious Discipline. At the request of our parents, we added sessions at 5:30 to accommodate our working parents.

The campus established a PTA last year at the request of parents. Membership has grown to 126 members. The PTA board has actively been planning parent education programs and fundraisers for the year. PTA recently purchased a portable to secure their belongings.

There is a monthly Hays Family Newsletter sent out electronically. The newsletter is posted on Facebook, Twitter, and Class Dojo. The newsletter is published through Smore which allows parents to translate the newsletter into their preferred language. Other school communication is sent home in English and Spanish. Teahers end out a newsletter electronically or on paper. The newsletter is in Spanish for our bilingual students.

Although Hays is fortunate to have a high average of parental involvement, some parent are unable to attend events due to working multiple jobs. In those situations, the teachers attempt to keep the parent informed through Class Dojo and newsletters in order to make them feel like part of our Hays family.

Parent and Community Engagement Strengths

1. Membership of community members on CIP

2. Active PTA with 126 members

3. 100% Parent Involvement.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Some parents struggle with the virtual learning platform. **Root Cause:** Parents need additional training on maneuvering Seesaw, Google Classroom, etc..

School Context and Organization

School Context and Organization Summary

The campus master schedule is developed using input from teachers. All classrooms schedule a 30 minute remediation time during the school day to pull small groups of less than six students who need intervention in reading and/or math. All K-5 classrooms schedule 90 minutes for ELAR and math. Engineering lessons are scheduled a minimum of 45 minutes, three days per week. All classes attend PE four days a week for 45 minutes, library, music, and art are scheduled one day per week for 45 minutes. Before and after school duty schedules are determined by staff. The staff is asked to pick which time best meets their personal needs. Staff is assigned a certain area of responsibility to monitor during morning or afternoon duty.

After school classes and clubs are offered each nine weeks. Each teacher is asked to teach at least one nine-week period. Classes and clubs offered include Destination Imagination (DI) which is an organization that allows scholars to "Practice the A in STEAM". The mission of DI is to engage participants in project-based challenges that are designed to build confidence and develop extraordinary creativity, critical thinking, communication, and teamwork skills. Other classes and clubs include Honor Choir, Art Club, and Vivarium Club.

In the spring, the AVID Site Team hosts a parent meeting for all 5th-grade parents and scholars. During this special time, past Hays scholars who are now in middle school are invited to speak to our current 5th graders and their parents about the middle school experience. AVID middle school teachers are invited as well. We have door prizes such as combination locks to allow scholars a chance to practice opening a locker. We provide parents and scholars information they may find helpful during the transition to middle school.

Hays uses Conscious Discipline and PBIS / CHAMPS as part of our schoolwide discipline plan. All campus staff is trained in CHAMPS / PBIS. This is the fourth year of implementing Conscious Discipline at Hays. There is a varying degree of training in Conscious Discipline among staff members. Conscious Discipline training for all staff will occur during ten sessions throughout this year. The discipline committee meets regularly to identify areas of improvement and develop a plan to address these areas.

The campus counselor provides monthly lessons to each PK-5 class on social skills, bullying prevention, and other areas of need. She is available for scholars to see during the day if the need arises. The counselor also has group counseling for scholars based on needs. For example, a group that meets together might be scholars with one parent in prison. The school counselor asks for input from teachers when developing the groups. She hosts a Lunch Bunch on Wednesdays where two scholars from each class are selected to eat on the stage with her. This time provides scholars some small group time to visit with the counselor in an informal setting.

The main campus goal is to improve the Domain 2 score as measured by the 2018-2019 STAAR test from an 85 to a 90. Student progress in all grade levels is the focus. This goal is known among the staff and is posted in the PLC Conference Room. Data from unit tests, iStation, interim assessments, and released STAAR tests will be examined to determine progress towards meeting this goal.

All campus decisions are vetted throught the Campus Improvement Team.

School Context and Organization Strengths

1. After school classes and clubs that offer enrichment activities for scholars.

2. Staff ownership of the campus goal of improving Domain 2a score.

3. Programs offered by the school counselor.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1 (Prioritized): Scholars are not offered a STEAM summer learning camp. **Root Cause:** Funds and staffing hinder the summer learning opportunity for scholars.

Technology

Technology Summary

I-Pads are 1-1 for Hays scholars in grades PK-2. Grades 3-5 are 1-1 chromebooks. Teachers are expected to use technology to extend and/or enhance the way scholars show their learning. Technology is not expected to take the place of classroom teachers. The campus has two 3D printers, 30 VR/HR goggle set, clickers, and many robotics resources that all classrooms have access to.

Technology training is held monthly during PLC time for all teachers. During this time, the Campus Technology Specialist provides instruction on how to integrate technology into daily lessons. Administrators attend this training so they know what to look for during classroom visits. Additional technology follow-up and trainings are offered frequently after school. The weekly bulletin from the principal poses challenges for teachers to participate in by using technology in their classrooms.

The campus has purchased subscriptions to Lyrics to Learn, Brain Pop, Generation Genius, and Flocabulary. These resources were sent to the ECISD curriculum department to vet before the campus purchased the licenses.

Teachers utilize SeeSaw, Google Classroom, Imagine Math, Imagine Reading, Generation Genius,Brain Pop, Lyrics to Learn, and Flocabulary daily to support student learning. They are integrated into the synchronous and asynchronous learning times.

Technology Strengths

1. The proficiency of all teachers in technology use and integration.

2. Access to multiple technology resources. (SeeSaw, Google Classroom, etc.)

3. The willingness of staff to learn and incorporate new technology into the classroom.

Problem Statements Identifying Technology Needs

Problem Statement 1 (Prioritized): Teachers are using technology in instruction but are under utilizing technology in student output. **Root Cause:** Only 70% of teachers are using technology as a form of student output/assessment.

Priority Problem Statements

Problem Statement 1: Compared to the state, not every student is showing growth in reading. Hays growth score was 76 compared to the state growth score of 81.

Root Cause 1: Instruction is not reaching the depth and complexity of the TEKS.

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: Only 53% of Hays scholars scored at Meets Grade Level or above. We were below the state score of 54% .

Root Cause 2: Hays needs to monitor student progress monthly in PLC meetings.

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: In 4th grade Reading, 51% Hispanics scored Meets compared to 81% in the white population. In 4th grade math, 37% Hispanics scored Meets or above compared to 50% of white students.

Root Cause 3: Teachers need formal training on culturally responsive teaching practices.

Problem Statement 3 Areas: Student Achievement

Problem Statement 4: Conscious Discipline is not fully implemented in all classrooms or grade levels because 11 out of 31 teachers are new to the campus..

Root Cause 4: All teachers have not been trained and some do not understand how Conscious Discipline fits into their grade level. After school training's will begin in September.

Problem Statement 4 Areas: School Culture and Climate

Problem Statement 5: 37% of teachers do not fully comprehend and use with fidelity the AVID program.

Root Cause 5: Not all teachers have attended AVID Summer Institute or AVID Foundations..

Problem Statement 5 Areas: Curriculum, Instruction, and Assessment

Problem Statement 6: During family STEAM nights, 25% of parents did not comprehend all components of STEAM taught at Hays, especially the engineering component.

Root Cause 6: Lack of parental exposure to the engineering curriculum.

Problem Statement 6 Areas: Curriculum, Instruction, and Assessment

Problem Statement 8: Scholars are not offered a STEAM summer learning camp.

Root Cause 8: Funds and staffing hinder the summer learning opportunity for scholars.

Problem Statement 8 Areas: School Context and Organization

Problem Statement 9: Teachers are using technology in instruction but are under utilizing technology in student output.

Root Cause 9: Only 70% of teachers are using technology as a form of student output/assessment.

Problem Statement 9 Areas: Technology

Problem Statement 10: At Hays STEAM Academy, 97% of the teachers are certified.

Root Cause 10: Permanent subs were utilized in 4th and 1st grades for the duration of the school year as they both were pursuing alternative certification.

Problem Statement 10 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 11: Hays STEAM Academy consists of 0% male teachers as compared to the national average of 11%.

Root Cause 11: Hays STEAM Academy is 100% staffed by female teachers because of low male participation in elementary education. The national average is 11%.

Problem Statement 11 Areas: Demographics

Problem Statement 12: Hays STEAM Academy consists of 39% new staff members for the 2020-2021 school year.

Root Cause 12: Two new PK classes were established this year. In addition, several teachers accepted promotions within ECISD, while several relocated to different parts of the state. Finally, three permanent subs were replaced with certified teachers.

Problem Statement 12 Areas: Demographics

Problem Statement 13: Hays STEAM Academy parents will be have the opportunity to ask questions and provide feedback to the principal.

Root Cause 13: Not all parents are skilled in the social media apps Hays STEAM Academy utilizes.

Problem Statement 13 Areas: School Culture and Climate

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Other Prekindergarten and Kindergarten assessment data
- State-developed online interim assessments

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data

Parent/Community Data

- Parent engagement rate
- Parent Involvement Rate

Goals

Goal 1: Foundational Excellence: Hays STEAM Academy will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 1: Hays STEAM Academy will increase the annual student attendance rate from 96.1% in 2020 to 97.7% in 2021.

Evaluation Data Sources: District attendance reports

Summative Evaluation: None

Strategy 1: Teachers call parents of each student who is absent every day. On the third absence, the attendance clerk will call the parents and document the call in Eduphoria as a warning of a potential growth plan. After 5 absences, the teacher will call the parent and document the call in Eduphoria. After 7 absences, an administrator will call the parent and document the call AND the teacher will initiate a growth plan.

Strategy's Expected Result/Impact: More contact with parents for each absence will lead to fewer student absences for reasons other than illness.

Staff Responsible for Monitoring: Office Staff
Teachers
Administrators

Title I Schoolwide Elements: 3.1, 3.2

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Problem Statements:
School Culture and Climate 2

Funding Sources:
None

Formative
Oct
Jan
Mar
Summative
May

Strategy 2: All PK-5th grade scholars, with the help of teachers, will track their absences and tardies in their AVID binder or planner.

Strategy's Expected Result/Impact: Students and parents will be aware of the number of absences for each student. This will lead to fewer students being placed on growth plans for absences and tardies.

Staff Responsible for Monitoring: Teachers

Title I Schoolwide Elements: 3.1, 3.2

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Problem Statements: Curriculum, Instruction, and Assessment 1

Funding Sources: None

Formative
Oct
Jan
Mar
Summative
May

Strategy 3: Recognition for perfect attendance for a week during the All-Call Rocket Launch each Monday.

Strategy's Expected Result/Impact: Fewer student absences for reasons other than illness.

Staff Responsible for Monitoring: Attendance Clerk
Principal

Title I Schoolwide Elements: 3.1, 3.2

TEA Priorities: None

ESF Levers: Lever 3: Positive School Culture

Problem Statements: None

Funding Sources: None

Formative
Oct
Jan
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Summative
May

Strategy 4: Hays parents will participate in the Kinsa program. Kinsa provides families with free thermometers and the Kinsa app, where they can find anonymous info about illnesses on the rise in their child's grade. The school nurses will use the administrator portal to view what is going on in the school, share healthy tips, and send alerts so illnesses do not turn into school-wide epidemics.

Strategy's Expected Result/Impact: Parents will be able to submit information to the nurses via the app and the nurses will be able to message parents in particular classrooms where illness is on the rise.

Staff Responsible for Monitoring: Nurses

Title I Schoolwide Elements: 3.1, 3.2

TEA Priorities: None

ESF Levers: Lever 3: Positive School Culture

Problem Statements: None

Funding Sources: None

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No Progress	Accomplished	Continue/Modify	Discontinue

School Culture and Climate

Problem Statement 2: Hays STEAM Academy parents will be have the opportunity to ask questions and provide feedback to the principal. **Root Cause:** Not all parents are skilled in the social media apps Hays STEAM Academy utilizes.

Curriculum, Instruction, and Assessment

Problem Statement 1: 37% of teachers do not fully comprehend and use with fidelity the AVID program. **Root Cause:** Not all teachers have attended AVID Summer Institute or AVID Foundations..

Performance Objective 2: Hays STEAM Academy will provide the environment conducive to all educational needs in conjunction with the development of a Long-Range Facilities Plan that will move the District forward in the future.

Strategy 1: Hays STEAM Academy will implement universal free feeding to all elementary students.

Strategy's Expected Result/Impact: Student performance will increase when basic needs are met.

Staff Responsible for Monitoring: Food Service Personnel

Title I Schoolwide Elements: 2.6

Problem Statements: None

TEA Priorities: Improve low-performing schools

Funding Sources: None

ESF Levers: Lever 3: Positive School Culture

Formative	Summative
Oct	
Jan	
Mar	May

Strategy 2: The outdoor learning environment will be an extension of the indoor environment by incorporating an open-air space to complete virtual classwork.

Strategy's Expected Result/Impact: Students who learn outdoors develop a sense of self-discipline, independence, confidence, creativity, decision-making and problem-solving skills.

Staff Responsible for Monitoring: Teachers, Administrators

Title I Schoolwide Elements: 2.5

Problem Statements: None

TEA Priorities: Build a foundation of reading and math

Funding Sources: Sails, Installation kit, steel wire rope, thimbles and clamps Local $2,000

ESF Levers: Lever 3: Positive School Culture

Formative	Summative
Oct	
Jan	
Mar	May

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 3: Hays STEAM Academy will provide differentiated processes for priority classrooms/students.

Evaluation Data Sources: Teachers
Administrators

Summative Evaluation: None

Performance Objective 4: Hays STEAM Academy will embed technology for anytime, anywhere teaching and learning.

Evaluation Data Sources: Inventory, parent, student, electronic surveys

Summative Evaluation: None

Strategy 1: Use technology resources that will enable students, teachers and leaders to implement and monitor personalized learning for all, including the following: Learning Management System (LMS) and Adaptive Technology

Strategy's Expected Result/Impact: Empower stakeholders in the use of technology

Staff Responsible for Monitoring: Administrators

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements:
Technology 1

Funding Sources:
None

Formative
Oct
Jan
Mar
Summative
May

Strategy 2: Purchase technology apps such as SeeSaw Premium for PK-2. The premium version provides an unlimited amount of activities and lessons that can be added by the teacher.

Strategy's Expected Result/Impact: Increase timely access to digital content and virtual learning.

Staff Responsible for Monitoring: Principal

Title I Schoolwide Elements: 2.5

TEA Priorities: None

ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements:
Technology 1

Funding Sources:
SeeSaw Premium Local $1,485

Formative
Oct
Jan
Mar
Summative
May

Strategy 3: Hays will utilize technology to provide quality blended learning for all students.

Strategy's Expected Result/Impact: Student engagement, student achievement, and positive student perceptions of learning increases when blended learning is used. Students also developed additional skills such as the ability to self-pace and self-direct.

Staff Responsible for Monitoring: Teachers
Administrators

Title I Schoolwide Elements: 2.5

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Formative	Summative
Oct	May
Jan	
Mar	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Technology

Problem Statement 1: Teachers are using technology in instruction but are under utilizing technology in student output. **Root Cause:** Only 70% of teachers are using technology as a form of student output/assessment.

Performance Objective 5: Hays STEAM Academy will develop the adult collective understanding and shared vision of Social Emotional Learning (SEL) that creates systemic change where SEL can thrive.

Evaluation Data Sources: Staff will engage in professional learning about SEL research and practice.

Summative Evaluation: None

Strategy 1: Staff will engage in professional learning about Social Emotional Learning research and practice.

Strategy's Expected Result/Impact: 100% of Hays teachers will be trained in SEL strategies..

Staff Responsible for Monitoring: Counselor
Teachers
Administrators

Title I Schoolwide Elements: 2.6

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: Lever 3: Positive School Culture

Formative	Summative
Oct	May
Jan	
Mar	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 6: Hays STEAM Academy will provide a safe and supportive learning environment.

Strategy 1: The school counselor will provide monthly class guidance lessons on managing emotions and good character traits.

Strategy's Expected Result/Impact: 100% of scholars will develop tools to manage their own emotions. Scholars will be able to describe specific character traits and examples of each.

Staff Responsible for Monitoring: Counselor

Title I Schoolwide Elements: 2.6

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: Lever 3: Positive School Culture

Formative
Oct
Jan
Mar
Summative
May

Strategy 2: Awareness training for staff, students and parents will be provided in the area of sexual abuse and other maltreatment of children. All new staff will be trained during required new employee training on Darkness to Light, /Stewards of Child prevention program. Counselors will train all staff during on-campus professional development on prevention and reporting requirements. Required child abuse awareness posters for students will be displayed on all campuses.

Strategy's Expected Result/Impact: 100% of teachers will receive training on the prevention and reporting of child abuse.

Staff Responsible for Monitoring: Counselor
Administrators

Title I Schoolwide Elements: 2.6

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: Lever 3: Positive School Culture

Formative
Oct
Jan
Mar
Summative
May

Strategy 3: All School and SAS counselors will be trained yearly in ECISD crisis response procedures. All campus staff will be trained yearly during campus professional development concerning ECISD suicide prevention response procedures.

Strategy's Expected Result/Impact: 100% of teachers will be aware of all response procedures and know how to respond appropriately.

Staff Responsible for Monitoring: Administrators

Title I Schoolwide Elements: 2.6

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: Lever 3: Positive School Culture

Formative
Oct
Jan
Mar
Summative
May

Strategy 4: The ECISD comprehensive Guidance and Counseling curriculum will continue to be implemented in PK-12 to implement lessons that will include dating violence, child abuse, bullying, conflict resolution, substance abuse, self efficacy, decision making, behavior and other social-emotional topics.

Strategy's Expected Result/Impact: 100% of scholars will be educated on decision making and behavior.

Staff Responsible for Monitoring: Counselor
Administrators

Title I Schoolwide Elements: 2.6

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: Lever 3: Positive School Culture

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Strategy 5: Student Assistance Services Counselors will provide trauma-informed counseling services to address the social-emotional needs of at-risk students.

Strategy's Expected Result/Impact: 100% of students will develop strategies to effectively deal with emotional needs.

Staff Responsible for Monitoring: Counselor
Administrators

Title I Schoolwide Elements: 2.6

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: Lever 3: Positive School Culture

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Strategy 6: Teacher discipline management programs will be evaluated for alignment to CHAMPS, PBIS, and Conscious Discipline practices

Strategy's Expected Result/Impact: The number of referrals will decline by 10% as students practice acceptable behavior.

Staff Responsible for Monitoring: Administrators
Teachers

Title I Schoolwide Elements: 2.6

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: Lever 3: Positive School Culture

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Strategy 7: ECISD will attach the district's freedom from bullying policy and procedures which includes how to prevent, identify, respond to and report bullying. Administrators will follow all legal requirements pertaining to incidents of bullying. School counselors will provide guidance lessons or implement programs to include bullying prevention.

Strategy's Expected Result/Impact: 100% of scholars will understand the definition of bullying and learn how to effectively deal with a bully.

Staff Responsible for Monitoring: Counselor
Administrators

Title I Schoolwide Elements: 2.6

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: Lever 3: Positive School Culture

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Strategy 8: Campus-level systems and structures will be developed to monitor/improve disaggregated discipline data regularly to inequities.

Strategy's Expected Result/Impact: 100% of teachers and administrators will utilize restorative discipline prior to referrals written.

Staff Responsible for Monitoring: Administrators

Title I Schoolwide Elements: 2.6

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

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Strategy 9: All staff will be trained in the Standard Response Protocol. Monthly drills will be done to practice routines and procedures.

Strategy's Expected Result/Impact: 100% of staff will know how to respond in the case of emergencies

Staff Responsible for Monitoring: Administrators

Title I Schoolwide Elements: 2.6

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

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 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 7: Hays STEAM Academy will embed AVID best teaching strategies into daily teaching and professional development to promote and enhance academic growth for all students.

Evaluation Data Sources: 100% of classroom teachers will implement AVID processes and strategies in their classrooms.

Summative Evaluation: None

Strategy 1: 100% of teachers will consistently use AVID strategies and AVID strategies for questioning.

Strategy's Expected Result/Impact: Level 3 questions visible in Lesson Plans; walk-throughs; AVID display of work board

Staff Responsible for Monitoring: Teachers
Administrators
AVID Site Team

Title I Schoolwide Elements: 2.5

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements:
Curriculum, Instruction, and Assessment 1

Funding Sources:
AVID Summer Institute Local $4,250

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Strategy 2: 100% of teachers PK-5 will be trained in AVID Foundations prior to the end of October.

Strategy's Expected Result/Impact: All teachers PK-5 will have a basic knowledge of the AVID program and utilize AVID strategies in their classroom.

Staff Responsible for Monitoring: AVID Site Team

Title I Schoolwide Elements: 2.5

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements:
Curriculum, Instruction, and Assessment 1

Funding Sources:
None

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Strategy 3: A minimum of 6 AVID Site Team members will attend AVID summer institute.

Strategy's Expected Result/Impact: The depth of knowledge about the AVID program will increase among AVID Site Team members.

Staff Responsible for Monitoring: AVID Site Team

Title I Schoolwide Elements: 2.5

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction

Problem Statements:
Curriculum, Instruction, and Assessment 1

Funding Sources:
None

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Strategy 4: 100% of teachers PK-5 will send in monthly documentation of AVID processes and strategies using Photo Circle.

Strategy's Expected Result/Impact: All classroom teachers will implement AVID processes and strategies in their classrooms.

Staff Responsible for Monitoring: AVID Site Team

Title I Schoolwide Elements: 2.5

TEA Priorities: None

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements:
Curriculum, Instruction, and Assessment 1

Funding Sources:
None

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Strategy 5: Hays scholars will use AVID strategies to write across the curriculum to explain their learning and problem solving methods.

Strategy's Expected Result/Impact: Instructional leaders will provide Relay coaching and feedback for 100% of teachers.

Staff Responsible for Monitoring: Teachers
AVID Site Team
Administrators

Title I Schoolwide Elements: 2.5

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements:
Curriculum, Instruction, and Assessment 1

Funding Sources:
None

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No Progress	Accomplished	Continue/Modify	Discontinue

Curriculum, Instruction, and Assessment

Problem Statement 1: 37% of teachers do not fully comprehend and use with fidelity the AVID program. **Root Cause:** Not all teachers have attended AVID Summer Institute or AVID Foundations..

Performance Objective 8: 100% of Pk-5th grade scholars will participate in Engineering lessons using the curriculum from Engineering is Elementary and/or Project Lead the Way. Engineering lessons will occur a minimum of 45 minutes twice a week.

Evaluation Data Sources: Posted projects on social media; lesson plans; walk-throughs

Summative Evaluation: None

Strategy 1: 100% of Hays teachers will be trained in Project Lead The Way

Strategy's Expected Result/Impact: All teachers will implement PLTW lessons in their classrooms.

Staff Responsible for Monitoring: PLTW Lead Teachers
Principal

Title I Schoolwide Elements: 2.5

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements:
Technology 1

Funding Sources:
Chevron Grant - PLTW Donated Funds $9,250

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Strategy 2: Project Lead The Way/EIE materials will be provided for all grade levels PK-5.

Strategy's Expected Result/Impact: 100% of the teachers will have all of the materials available to use for PLTW lessons.

Staff Responsible for Monitoring: Principal

Title I Schoolwide Elements: 2.5

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements:
Student Achievement 2

Funding Sources:
EIE Replacement Kits Local $3,600

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Student Achievement

Problem Statement 2: Only 53% of Hays scholars scored at Meets Grade Level or above. We were below the state score of 54% . **Root Cause:** Hays needs to monitor student progress monthly in PLC meetings.

Technology

Problem Statement 1: Teachers are using technology in instruction but are under utilizing technology in student output. **Root Cause:** Only 70% of teachers are using technology as a form of student output/assessment.

Goal 2: Invest in Talent: Hays STEAM Academy will recruit, develop and retain highly-effective individuals who are invested in looking at tomorrow to inform their practices today.

Performance Objective 1: By May 2021, the Hays teacher turnover rate will decrease from 35% to 15%.

Evaluation Data Sources: Job postings

Summative Evaluation: None

Strategy 1: New teachers and teachers will three years or less of experience will be mentored by a master teacher and administrators. Mentoring will include coaching on classroom instruction, a study of the TEKS, and lesson planning as well as help with classroom management.

Strategy's Expected Result/Impact: New teachers will be supported and able to implement quality instruction.

Staff Responsible for Monitoring: Administrators, Mentor Teachers

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: Recruit, support, retain teachers and principals

Funding Sources: None

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers

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Strategy 2: First Year Teachers will meet a minimum of twice a month with the Principal or Assistant Principal to participate in a study of Teach Like a Champion.

Strategy's Expected Result/Impact: First Year Teachers will be supported and have a forum to discuss concerns and celebrate successes. They will learn new teaching techniques and reflect on the effectiveness of the techniques in their classrooms.

Staff Responsible for Monitoring: Administrators

Title I Schoolwide Elements: 2.5

Problem Statements: None

TEA Priorities: Recruit, support, retain teachers and principals

Funding Sources: Books Local $500

ESF Levers: None

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0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 2: By May 2021, Hays will retain 85% of certified teachers in grades PK-5.

Evaluation Data Sources: TEA Certification

Summative Evaluation: None

Strategy 1: Hays STEAM Academy will maintain an open-door policy between leadership and teaching staff so teachers feel supported and comfortable.

Strategy's Expected Result/Impact: Retention of highly qualified employees to fill vacancies.

Staff Responsible for Monitoring: Administrators

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: Recruit, support, retain teachers and principals

Funding Sources: None

ESF Levers: None

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Strategy 2: Teachers will be well trained on content and supplemental STEAM so they are competent delivering instruction in the classroom.

Strategy's Expected Result/Impact: Retention of highly qualified employees.

Staff Responsible for Monitoring: Administrators
Instructional Specialist

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: Demographics 2

TEA Priorities: Recruit, support, retain teachers and principals

Funding Sources: None

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction

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Demographics

Problem Statement 2: Hays STEAM Academy consists of 39% new staff members for the 2020-2021 school year. **Root Cause:** Two new PK classes were established this year. In addition, several teachers accepted promotions within ECISD, while several relocated to different parts of the state. Finally, three permanent subs were replaced with certified teachers.

Performance Objective 3: Hays teachers will refine the outstanding culture of student-centered decision making and develop a common understanding of quality instructional practices.

Evaluation Data Sources: Students, parents, teachers

Summative Evaluation: None

Strategy 1: Teacher teams will weekly evaluate student work to identify gaps between student products and the exemplars. These gaps will drive the creation of re-teach plans.

Strategy's Expected Result/Impact: Targeted lessons for re-teach will improve student performance.

Staff Responsible for Monitoring: Teachers, Administrators

Title I Schoolwide Elements: 2.4, 2.5

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

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Performance Objective 4: In 2020-21, Hays STEAM Academy will offer a job-embedded, personalized professional learning system for teachers.

Evaluation Data Sources: Eduphoria

Summative Evaluation: None

Strategy 1: Each campus administrator will conduct a minimum of 5 documented walk-throughs and/or observation/feedback meetings per week.

Strategy's Expected Result/Impact: Hays STEAM Academy will provide individualized teacher support so a minimum of 10% of the staff leave the campus at the end of the year.

Staff Responsible for Monitoring: Administrators

Title I Schoolwide Elements: 2.5

Problem Statements: None

TEA Priorities: Recruit, support, retain teachers and principals

Funding Sources: None

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers

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Performance Objective 5: Professional Development will include an implementation that meets the needs of all staff, positively impacts classroom instruction, plans for follow-up training, and includes planning for training new staff in subsequent years.

Evaluation Data Sources: PD yearly plan

Summative Evaluation: None

Strategy 1: Hays STEAM Academy will provide professional development opportunities that focus on Data-Driven Instruction (DDI), Observation-Feedback Protocals, Advancement Via Individual Determination (AVID), Blended Learning, Depth and Complexity, Conscious Discipline, and CHAMPS.

Strategy's Expected Result/Impact: 90% of classroom walk-throughs and lesson plans will show evidence of DDI, AVID, and Blended Learning components.

Staff Responsible for Monitoring: Administrators
Teachers

Title I Schoolwide Elements: 2.5, 2.6

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements:
School Culture and Climate 1
Curriculum, Instruction, and Assessment 1

Funding Sources:
Conscious Discipline Training, books, site license, materials Local $4,000

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Strategy 2: Support for first-third year teachers will include a bi-monthly PLC focused on the Get Better Faster scope and sequence and best practices of classroom instruction found in Teach Like a Champion. This work will be led by the administrators. Follow up observation-feedback meetings will occur on a weekly basis to coach and support teachers in providing quality face-to-face and virtual instruction.

Strategy's Expected Result/Impact: Quality instruction will help to increase the percentage of students performing at, or above grade-level by 20%.

Staff Responsible for Monitoring: Administrators

Title I Schoolwide Elements: 2.4, 2.6

Problem Statements: None

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

Funding Sources: None

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

School Culture and Climate

Problem Statement 1: Conscious Discipline is not fully implemented in all classrooms or grade levels because 11 out of 31 teachers are new to the campus.. **Root Cause:** All teachers have not been trained and some do not understand how Conscious Discipline fits into their grade level. After school training's will begin in September.

Curriculum, Instruction, and Assessment

Problem Statement 1: 37% of teachers do not fully comprehend and use with fidelity the AVID program. **Root Cause:** Not all teachers have attended AVID Summer Institute or AVID Foundations..

Goal 3: Learning Journey: Hays STEAM Academy will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. Hays will equip students to be adaptable in an ever-changing society.

Performance Objective 1: The percentage of students reading on grade level in grades K-2 will increase 30% from the BOY MAP to EOY MAP assessment.

Evaluation Data Sources: RIT score from MAP

Summative Evaluation: None

Strategy 1: Students will use MAP skills in the classroom for a minimum of 30 minutes three times a week.

Strategy's Expected Result/Impact: 100% of students will grow at least one year in reading ability.

Staff Responsible for Monitoring: Teachers
Administrators

Title I Schoolwide Elements: 2.4, 2.5

Problem Statements: None

TEA Priorities: Build a foundation of reading and math

Funding Sources:
None

ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

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Strategy 2: Administrators will conduct walk through observations specifically during guided reading / ELAR block at least twice monthly for each teacher to monitor the fidelity of instruction.

Strategy's Expected Result/Impact: 100% of teachers will provide high-quality ELAR instruction leading to a year of growth for all scholars.

Staff Responsible for Monitoring: Teachers,
Administrators

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: Build a foundation of reading and math

Funding Sources:
None

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers

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No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2: 3rd grade reading "Meets" percentages will increase from 54% (2019 STAAR) to 64% (+4% min.) as measured by the 2021 STAAR assessment.

Evaluation Data Sources: TAPR Report

Summative Evaluation: None

Strategy 1: The campus will implement a consistent process to disaggregate data and monitor data through Professional Learning Communities.

Strategy's Expected Result/Impact: Data will reflect data driven lessons/instruction.

Staff Responsible for Monitoring: Teachers, Principal, Assistant Principal

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: Build a foundation of reading and math

Funding Sources: None

ESF Levers: Lever 1: Strong School Leadership and Planning

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Strategy 2: Administrators will conduct walk through observations specifically during guided reading/ELAR block at least twice monthly for each teacher to monitor the fidelity of instruction.

Strategy's Expected Result/Impact: 100% of teachers will provide high-quality ELAR instruction leading to a year of growth for all sholars.

Staff Responsible for Monitoring: Principal
Assistant Principal

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: Build a foundation of reading and math

Funding Sources: None

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

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Strategy 3: All teachers will have access to Lyrics 2 Learn and Flocabulary to use in planning enrichment activities for reading.

Strategy's Expected Result/Impact: Teachers will use these online programs daily to plan enrichment activities for reading.

Staff Responsible for Monitoring: Teachers,
Principal
Assistant Principal

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Build a foundation of reading and math

ESF Levers: None

Problem Statements:
Technology 1

Funding Sources:
Lyrics2Learn site license; Flocabulary site license Local $4,500

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Strategy 4: Students will follow Donalyn Miller's "The Book Whisperer and read an average of 40 books for the year.

Strategy's Expected Result/Impact: Focusing on independence, The Book Whisperer provides an outline for how to empower students to lead their own reading.

Staff Responsible for Monitoring: Teachers, Principal, Assistant Principal

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Build a foundation of reading and math

ESF Levers: None

Problem Statements: None

Funding Sources:
None

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Strategy 5: Scholars will utilize Handwriting Without Tears to improve writing skills throughout the curriculum.

Strategy's Expected Result/Impact: Improved handwriting skills by 50%.

Staff Responsible for Monitoring: Teachers
Administrators

Title I Schoolwide Elements: 2.5, 2.6

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction

Problem Statements:
Student Achievement 1

Funding Sources:
Handwriting Without Tears consumables Local $4,000

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0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue

Student Achievement

Problem Statement 1: Compared to the state, not every student is showing growth in reading. Hays growth score was 76 compared to the state growth score of 81. **Root Cause:** Instruction is not reaching the depth and complexity of the TEKS.

Technology

Problem Statement 1: Teachers are using technology in instruction but are under utilizing technology in student output. **Root Cause:** Only 70% of teachers are using technology as a form of student output/assessment.

Performance Objective 3: 3rd grade math "Meets" percentages will increase from 60% (2019 STAAR) to 67% (+4% min.) as measured by the 2021 STAAR assessment.

Evaluation Data Sources: TAPR Report

Summative Evaluation: None

Strategy 1: At least one time per week, administrators will spend time coaching teachers during the math block.

Strategy's Expected Result/Impact: Fidelity of implementation.

Staff Responsible for Monitoring: Administrators

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers

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Strategy 2: 100% of scholars will utilize the Imagine Math program a minimum of 3 times per week.

Strategy's Expected Result/Impact: Individual goals will be established for each scholar.

Staff Responsible for Monitoring: Teachers
Administrators

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: None

TEA Priorities: Build a foundation of reading and math

Funding Sources: None

ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

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 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 4: The percentage of students that Met Standard on all subjects/grades tested will increase from 58% (2019 STAAR) to 68% (+4% min.) as measured by the 2021 STAAR assessment.

Evaluation Data Sources: TAPR Report

Summative Evaluation: None

Strategy 1: The AVID Site Team will develop monthly model lessons that incorporate Depth and Complexity with AVID strategies. Teachers will use these lessons to introduce the D&C icons to their scholars.

Strategy's Expected Result/Impact: 100 % of teachers will learn to develop level 3 questions.

Staff Responsible for Monitoring: AVID Site Team
Teachers
Administrators

Title I Schoolwide Elements: 2.4, 2.5

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements:
Curriculum, Instruction, and Assessment 1

Funding Sources:
None

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Strategy 2: The AVID Site Team will send out monthly suggestions for using AVID strategies during classroom instruction so that scholars can demonstrate their thinking and problem solving.

Strategy's Expected Result/Impact: Scholars will be able to explain their thinking and problem solving through AVID strategies.

Staff Responsible for Monitoring: AVID Site Team

Title I Schoolwide Elements: 2.5

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements:
Curriculum, Instruction, and Assessment 1

Funding Sources:
None

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Curriculum, Instruction, and Assessment

Problem Statement 1: 37% of teachers do not fully comprehend and use with fidelity the AVID program. **Root Cause:** Not all teachers have attended AVID Summer Institute or AVID Foundations..

Performance Objective 5: Performance Objective 12: The percentage of students meeting or exceeding the growth target will increase from 58% (2019 STAAR) to 62% (+3% min.) as measured by the 2021 STAAR assessment.

Evaluation Data Sources: TAPR Report

Summative Evaluation: None

Strategy 1: 100% of scholars in grades 1-5 will conference with an administrator a minimum of twice per year about their progress towards achieving mastery on STAAR.

Strategy's Expected Result/Impact: 100% of scholars will be able to explain their goals, progress towards those goals, and any support needed. Scholars will feel connected to another adult in the building other than their classroom teacher and will celebrate progress with this adult at least twice per year.

Staff Responsible for Monitoring: Teachers
Administrators

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: None

TEA Priorities: Connect high school to career and college

Funding Sources:
None

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

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Strategy 2: 100% of scholars in grades 1-5 will conduct a student-led conference with a parent in the spring of 2021.

Strategy's Expected Result/Impact: 100% of scholars will be able to track and explain their goals and progress to a parent. Parents will participate in helping the scholar set and reach their personal goals.

Staff Responsible for Monitoring: Teachers
Administrators

Title I Schoolwide Elements: 3.2

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 6: Implement innovative instructional models which enable personalized learning for all students.

Evaluation Data Sources: Improve quality of instruction

Summative Evaluation: None

Strategy 1: Implement assessment models that ensure teachers and students are able to monitor their learning and growth. Assessment models will include the following: MAP Growth Assessments, Formative Assessments, and Aggressive Monitoring.

Strategy's Expected Result/Impact: Track learning and growth weekly.

Staff Responsible for Monitoring: Students
Teachers
Administrators

Title I Schoolwide Elements: 2.4, 2.5

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

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Strategy 2: Implement research based instructional models which enable personalized learning for all students, including the following: Blended Learning, Balanced Literacy, Enriched Advanced Academics, and/or Project Based Learning.

Strategy's Expected Result/Impact: Empowering 100% of students by personalizing learning skills.

Staff Responsible for Monitoring: Students
Teachers
Administrators

Title I Schoolwide Elements: 2.4, 2.5

Problem Statements:
Student Achievement 1

TEA Priorities: None

Funding Sources:
None

ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

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Strategy 3: Continue the Professional Learning Communities where teams, implement the Data-Driven Instructional process, develop TEKS knowledge (Know/Show charts), implement the coaching model of Observation/Feedback, and plan for student mastery of learning objectives through a personalized learning path.

Strategy's Expected Result/Impact: 100% of teachers will personalize learning for 100% of students.

Staff Responsible for Monitoring: Teachers
Administrators

Title I Schoolwide Elements: 2.5

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers

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 No Progress Accomplished Continue/Modify Discontinue

Student Achievement

Problem Statement 1: Compared to the state, not every student is showing growth in reading. Hays growth score was 76 compared to the state growth score of 81. **Root Cause:** Instruction is not reaching the depth and complexity of the TEKS.

Performance Objective 7: English Learners achieving Advanced and Advanced High Composite Level scores will increase by 2 percentage points for the academic year 2020-2021.

Evaluation Data Sources: TELPAS Report; TAPR Report

Summative Evaluation: None

Strategy 1: 100% of bilingual teachers will practice writing in English each month for each subject.

Strategy's Expected Result/Impact: All EL students will have regular practice writing in English.

Staff Responsible for Monitoring: Teachers, AP, LPAC Coordinator

Title I Schoolwide Elements: 2.4, 2.5

Problem Statements: None

TEA Priorities: Build a foundation of reading and math

Funding Sources: None

ESF Levers: Lever 5: Effective Instruction

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Strategy 2: 100% of EL students will practice speaking in English using various apps on the i-Pads or by creating a monthly podcast.

Strategy's Expected Result/Impact: EL students will have frequent practice speaking into a microphone and listening to their own voice well before TELPAS.

Staff Responsible for Monitoring: Bilingual Teachers

Title I Schoolwide Elements: 2.4, 2.5

Problem Statements: None

TEA Priorities: Build a foundation of reading and math

Funding Sources: None

ESF Levers: Lever 5: Effective Instruction

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Strategy 3: LPAC Committee made up of all bilingual teachers and the Assistant Principal will meet at least quarterly to discuss progress of each student and determine any needed interventions/acceleration.

Strategy's Expected Result/Impact: The needs of 100% of EL students will be met and their English proficiency as measured by TELPAS will increase by the end of the school year.

Staff Responsible for Monitoring: Assistant Principal, LPAC Coordinator

Title I Schoolwide Elements: 2.4, 2.5

Problem Statements: None

TEA Priorities: Build a foundation of reading and math

Funding Sources:
None

ESF Levers: Lever 5: Effective Instruction

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 8: Provide daily and weekly parent communication so that all parents are aware of campus events before they occur.

Evaluation Data Sources: Parent surveys, Class Dojo, Smore, Twitter, Facebook

Summative Evaluation: None

Strategy 1: 100% of teachers will use Class Dojo as a way to text parents important information.

Strategy's Expected Result/Impact: 100% of teachers will send out weekly reminders of important events.

Staff Responsible for Monitoring: Teachers, Principal

Title I Schoolwide Elements: 3.1, 3.2

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: Lever 3: Positive School Culture

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Strategy 2: Weekly grade level newsletters will be sent home. The principal will send home a monthly family newsletter. The family newsletter will be sent home electronically, a link through Class Dojo, and a link posted on Facebook. It will list all upcoming events for the month. The newsletter can be translated into many languages with the click of a button.

Strategy's Expected Result/Impact: 100% of parents will be informed of all upcoming event before they occur.

Staff Responsible for Monitoring: Teachers, Principal

Title I Schoolwide Elements: 3.1, 3.2

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: Lever 3: Positive School Culture

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Mar	

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 9: Engage 100% of parents in campus activities or virtual activities at least once every 9 weeks.

Evaluation Data Sources: Sign-in sheets

Summative Evaluation: None

Strategy 1: Several "Coffee wit the Principal" events will be planned for the year. These events will be held at 8:30 am and again at 5:30 pm in both English and Spanish.

Strategy's Expected Result/Impact: Parents will be able to ask questions and give feedback to the principal.

We will work together with parents to develop the Parent and Family Engagement Policy and the Parent Compact.

Parents will have an opportunity to learn about various curriculum initiatives through short trainings.

Staff Responsible for Monitoring: Principal

Title I Schoolwide Elements: 3.2

TEA Priorities: None

ESF Levers: Lever 3: Positive School Culture

Problem Statements:
School Culture and Climate 2

Funding Sources:
Coffee, juice, donuts, muffins, cups, napkins Title One School-wide $500

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Strategy 2: Family STEAM nights will be held a minimum of twice per year. Parents will participate in STEAM activities with their scholars.

Strategy's Expected Result/Impact: All families will be provided time to experience STEAM activities with their scholars.

Staff Responsible for Monitoring: Principal, Teachers

Title I Schoolwide Elements: 3.2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 3: Positive School Culture

Problem Statements:
School Culture and Climate 2
Curriculum, Instruction, and Assessment 2

Funding Sources:
Materials for Family STEAM nights Title One School-wide $300

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

School Culture and Climate

Problem Statement 2: Hays STEAM Academy parents will be have the opportunity to ask questions and provide feedback to the principal. **Root Cause:** Not all parents are

skilled in the social media apps Hays STEAM Academy utilizes.

Curriculum, Instruction, and Assessment

Problem Statement 2: During family STEAM nights, 25% of parents did not comprehend all components of STEAM taught at Hays, especially the engineering component.
Root Cause: Lack of parental exposure to the engineering curriculum.

Performance Objective 10: The campus will create community partners by engaging and participating in a classroom community service project led by students and guided by teachers to ensure students lead change driven by community needs and improvements.

Evaluation Data Sources: Pictures, Letters, Presentations

Summative Evaluation: None

Strategy 1: Extend Project Based Learning utilized in engineering to all subjects allowing real world applications within the community.

Strategy's Expected Result/Impact: This will effectively communicate the Hays vision and mission statement to all stakeholders.

Staff Responsible for Monitoring: AVID Site Team, Administrators

Title I Schoolwide Elements: 2.4, 2.5

Problem Statements: None

TEA Priorities: Build a foundation of reading and math

Funding Sources: None

ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

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Mar	May

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 11: Students achieving the Meets Standard on the state assessment in Science will increase from 53% to 63% by May 2021.

Evaluation Data Sources: STAAR Data

Summative Evaluation: None

Strategy 1: 100% of students will participate in the Science fair. Grades 3-5 will complete individual projects. K-2 will turn in individual projects, work with a partner, or participate in a class project.

Strategy's Expected Result/Impact: 100% of students will be able to name the steps in the scientific method and how to use them to conduct an experiment.

Staff Responsible for Monitoring: Teachers, Principal, Assistant Principal

Title I Schoolwide Elements: 2.4, 2.5

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 5: Effective Instruction

Problem Statements:
Student Achievement 2

Funding Sources:
None

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May

Strategy 2: 100% of K-5 teachers will have access to Brain Pop and Generation Genius to use in lesson planning.

Strategy's Expected Result/Impact: Teachers will use multiple resources to plan and implement quality lessons that meet the depth and complexity of the TEKS.

Staff Responsible for Monitoring: Teachers, Principal, Assistant Principal

Title I Schoolwide Elements: 2.4, 2.5

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements:
Technology 1

Funding Sources:
Brain Pop Site License; Generation Genius Site License Local $2,500

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 No Progress Accomplished Continue/Modify Discontinue

Student Achievement

Problem Statement 2: Only 53% of Hays scholars scored at Meets Grade Level or above. We were below the state score of 54% . **Root Cause:** Hays needs to monitor student progress monthly in PLC meetings.

Technology

Problem Statement 1: Teachers are using technology in instruction but are under utilizing technology in student output. **Root Cause:** Only 70% of teachers are using

technology as a form of student output/assessment.

Performance Objective 12: Students achieving the Masters Standard on the state assessment in Reading will increase from 33% to 43% by May 2021.

Evaluation Data Sources: TAPR Report

Summative Evaluation: None

Strategy 1: 100% of scholars in grades 1-5 will set reading goals and track them in their AVID binder or student data folder/binder.

Strategy's Expected Result/Impact: 100% of scholars will work towards improving their reading level and scores on formative assessments in reading. Teachers will monitor student progress towards goals and assist in goal setting.

Staff Responsible for Monitoring: Teachers

Title I Schoolwide Elements: 2.4, 2.5, 3.2

Problem Statements: None

TEA Priorities: Build a foundation of reading and math

Funding Sources: None

ESF Levers: Lever 4: High-Quality Curriculum

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Strategy 2: 100% of scholars in grades 3-5 will conference with an administrator a minimum of twice per year about their progress towards achieving mastery on STAAR.

Strategy's Expected Result/Impact: 100% of scholars will be able to explain their reading goals, progress towards those goals, and any support needed. Scholars will feel connected to another adult in the building other than their classroom teacher and will celebrate progress with this adult at least twice per year.

Staff Responsible for Monitoring: Principal, Assistant Principal

Title I Schoolwide Elements: 2.4, 2.5

Problem Statements: None

TEA Priorities: Build a foundation of reading and math

Funding Sources: None

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

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Strategy 3: 100% of scholars in grades 1-5 will conduct a student-led conference with a parent in the spring of 2020.

Strategy's Expected Result/Impact: 100% of scholars will be able to track and explain their reading goals and progress to a parent. Parents will participate in helping the scholar set and reach their personal goals.

Staff Responsible for Monitoring: Teachers

Title I Schoolwide Elements: 3.2

Problem Statements: None

TEA Priorities: Build a foundation of reading and math

Funding Sources: None

ESF Levers: Lever 3: Positive School Culture

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 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 13: Students achieving the Writing standard on the state assessment in Writing will increase from 21% to 31% by May 2021.

Evaluation Data Sources: TAPR Report

Summative Evaluation: None

Strategy 1: Fourth grade scholars will use released STAAR writing samples and formative assessment writing samples to practice editing and revising skills a minimum of four times prior to the test.

Strategy's Expected Result/Impact: 85% of scholars will be able to apply editing and revising skills to authentic student writing.

Staff Responsible for Monitoring: Teachers, Principal, Assistant Principal

Title I Schoolwide Elements: 2.4, 2.5

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Problem Statements:
Student Achievement 1

Funding Sources:
None

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Strategy 2: Fourth grade scholars will practice scoring released STAAR writing samples using the TEA provided scoring rubric a minimum of two times prior to the test.

Strategy's Expected Result/Impact: Scholars will analyze authentic student writing and determine what it takes, according to the TEA rubric, to achieve a score of 4 in writing.

Staff Responsible for Monitoring: Teachers, Administrators

Title I Schoolwide Elements: 2.4, 2.5

TEA Priorities: None

ESF Levers: Lever 5: Effective Instruction

Problem Statements:
Student Achievement 1

Funding Sources:
None

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May

Strategy 3: 100% of scholars PK-2 grade will use handwriting resources from Handwriting Without Tears to develop fluid, neat handwriting.

Strategy's Expected Result/Impact: Writing will be fluid and enable students to concentrate on content rather than the handwriting process.

Staff Responsible for Monitoring: Principal, Teachers

Title I Schoolwide Elements: 2.4, 2.5

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Problem Statements:
Student Achievement 1

Funding Sources:
consumable workbooks & teacher resources Local $2,500

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Student Achievement

Problem Statement 1: Compared to the state, not every student is showing growth in reading. Hays growth score was 76 compared to the state growth score of 81. **Root Cause:** Instruction is not reaching the depth and complexity of the TEKS.

Performance Objective 14: Students achieving the Masters Standard on the state assessment in Science will increase from 20% to 30% by May 2021.

Evaluation Data Sources: TAPR Report

Summative Evaluation: None

Strategy 1: 100% of scholars will participate in weekly hands-on science labs. Scholars will complete a written reflection after each science lab explaining the lab and what was learned.

Strategy's Expected Result/Impact: Students will have hands-on experiences with science and be able to explain their learning through writing.

Staff Responsible for Monitoring: Teachers, Administrators

Title I Schoolwide Elements: 2.4, 2.5

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements:
Student Achievement 2

Funding Sources:
None

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May

Strategy 2: As a review of science concepts, pairs of 5th grade students will prepare a short, 30 minutes or less, lesson to present to a lower grade level class.

Strategy's Expected Result/Impact: 100% of scholars will prepare a short lesson on a given science concept. They will be able to teach the concept to a different grade level; thereby, increasing their own knowledge of the topic.

Staff Responsible for Monitoring: Teachers
Administrators

Title I Schoolwide Elements: 2.4, 2.5

TEA Priorities: None

ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction

Problem Statements:
Student Achievement 2

Funding Sources:
None

Formative
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May

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Student Achievement

Problem Statement 2: Only 53% of Hays scholars scored at Meets Grade Level or above. We were below the state score of 54% . **Root Cause:** Hays needs to monitor student progress monthly in PLC meetings.

Performance Objective 15: Coordinated School Health requirements in fitness assessment and physical activity levels will be met by 2020-21 in all physical education classes.

Evaluation Data Sources: fitness gram

Summative Evaluation: None

Strategy 1: 100% of scholars will participate in daily recess for a minimum of 20 minutes.

Strategy's Expected Result/Impact: 100% of students will be physically active during the day in addition to PE time.

Staff Responsible for Monitoring: Teachers

Title I Schoolwide Elements: 2.5, 2.6

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: Lever 5: Effective Instruction

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Strategy 2: 100% of teachers PK-5 will utilize Go Noodle for classroom breaks and indoor recess when needed.

Strategy's Expected Result/Impact: 100% of students will have access to physical activity breaks in the classroom on a daily basis.

Staff Responsible for Monitoring: Teachers

Title I Schoolwide Elements: 2.5, 2.6

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: Lever 5: Effective Instruction

Formative	Summative
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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Campus Funding Summary

Donated Funds					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	8	1	Chevron Grant - PLTW		$9,250.00
				Sub-Total	$9,250.00

Local					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	2	Sails, Installation kit, steel wire rope, thimbles and clamps		$2,000.00
1	4	2	SeeSaw Premium		$1,485.00
1	7	1	AVID Summer Institute		$4,250.00
1	8	2	EIE Replacement Kits		$3,600.00
2	1	2	Books		$500.00
2	5	1	Conscious Discipline Training, books, site license, materials		$4,000.00
3	2	3	Lyrics2Learn site license; Flocabulary site license		$4,500.00
3	2	5	Handwriting Without Tears consumables		$4,000.00
3	11	2	Brain Pop Site License; Generation Genius Site License		$2,500.00
3	13	3	consumable workbooks & teacher resources		$2,500.00
				Sub-Total	$29,335.00

Title One School-wide					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	9	1	Coffee, juice, donuts, muffins, cups, napkins		$500.00
3	9	2	Materials for Family STEAM nights		$300.00
				Sub-Total	$800.00
				Grand Total	$39,385.00

Addendums

Ector County Independent School District

Ireland Elementary

Improvement Plan

2020-2021

Mission Statement

Mission: **Ireland educators are dedicated to developing lifelong learners.**

Mission

The mission of the ECISD Community, a passionate, unified, world class leader in education, is to develop world ready, life-long learners who discover their unique gifts, achieve personal success, and fuel their community by building unified, comprehensive community support and participation that fosters a standard of excellence: serving as advocate and steward for all students; ensuring relevant teaching, engaged learning, and dynamic innovation; and maximizing all available resources.

Vision

Vision: **Our vision at Ireland is to be successful in all we do, say and endeavor.**

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- Goal 2 : Invest in Talent: ECISD will recruit, develop and retain highly-effective individuals who are invested in looking at tomorrow to inform their practices today. 23
- Goal 3 : Learning Journey: ECISD will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society. 24

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Comprehensive Needs Assessment

Demographics

Demographics Summary

We are an open enrollment campus of PreK-5th grade in Odessa, TX. Our stakeholders are our community members from parents to local business owners that support decision making on our CIT and campus wide level. Our special programs include Gifted/Talented, Special Education, Special Education Behavior Support, ESL. These programs align with our philosophy and belief that ALL students can learn at a high level.

The average class size is 24 students per teacher, PreK 22 students per teacher & aide.

Our behavior trends show a decrease in referrals from 18-19 to 19-20. A special education behavior support classroom was established in 2019-20 with one teacher and 2 aides. There were 3 students assigned to DAEP during 2019-20, one of which was mandatory. The implementation of Conscious Discipline gave teachers new strategies to prevent, assess and deal with student behaviors.

The student mobility rate at Ireland is

The attendance rate for the 19-20 school year was 94.5%. The campus uses Eduphoria to track truancy and parent contacts by teachers, admin and counselor. The student level data reveals patterns with the same students/parents having issues with attendance. District interventions were offered as well as contracts with the school. Rewarding attendance by class and grade level was a part of the weekly Monday Morning Mustang Meetings until COVID-19 closure, when attendance recording was not required for ADA documentation.

Teachers and admin. still tracked participation of student engagement in remote learning using Google Sheets, Class Dojo, Google Classroom, as well as phone calls and district officer well-check visits.

Our Student Group breakdown for 19-20:

Hispanic: 328

White: 163

African American: 23

Asian: 6

Pacific Islander: 2

Two-or-More Races: 9

Male: 281

Female: 250

This compares to the last 3-5 years in that more African American students are enrolled at Ireland today.

Economically Disadvantaged: 233

English Learners: 11

Special Education: 8%

McKinney Vento: 30

Gifted/Talented: 47

Staff Data

2 administrators

1 counselor

27 certified teachers (19-20)

4 paras

State Certified: 27 (20-21)

Alt Certified: 4 (20-21)

There are currently more experienced teachers at Ireland than in the past 2 years. The teachers with Alternative Certificates have completed long term substitute positions and bring that experience to the classroom.

Demographics Strengths

Economically disadvantaged students do not perform significantly lower than any other demographic student group.

All instructional staff will be certified, either with a state cert or alt cert this year in 20-21. There are currently more experienced teachers at Ireland than in the past 2 years. The teachers with Alternative Certificates have completed long term substitute positions and bring that experience to the classroom.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Reaching McKinney Vento and Eco Dis students for engagement during remote learning is a challenge. **Root Cause:** These students do not all have broadband internet to suffice online learning .

Student Learning

Student Learning Summary

Ireland was on track to show substantial growth on STAAR in 2020. Overall, goals were met for each cycle prior to COVID-19 closure in March. DBA data (practice STAAR) showed gains in all domains from the previous year's student performance, especially in 5th grade with math surpassing the growth goal of 70 with an 85 in February. 5th reading met the final goal of 70 in February prior to closure. Without STAAR 2020 to measure Ireland's progress and performance the school rating will remain an F for the 20-21 school year and the campus will continue working with school improvement initiative. Ireland will meet an overall C rating for 2021.

Student Learning Strengths

5th Grade math showed growth as indicated on 19-20 DBA and SCAs.

4th Grade Reading and Writing had already exceeded the MOY goals for growth and student performance.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Math and reading skills decline is forecasted for the 20-21 school year. **Root Cause:** COVID-19 closure and remote learning was not successful for every student.

School Processes & Programs

School Processes & Programs Summary

Ireland has LLI to help close the achievement gap. PLC's occur each week for planning and team goal setting/discussion, as well as weekly data meeting to discuss student data at the granular level. CIA (curriculum, instruction, assessment) extended planning process in place.

School Processes & Programs Strengths

PLC's, DDI, and CIA all are driving growth and depth of knowledge and capacity for teachers.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Teachers will have varied schedules and modes of instruction. **Root Cause:** Hybrid and remote learning due to COVID-19 precautions will create collaboration scheduling challenges.

Perceptions

Perceptions Summary

Ireland believes that all students are capable of learning and achieving greatness. Students come first at Ireland and teachers have a "whatever it takes" attitude. Conscious Discipline principles of "wishing well" will be implemented campus wide to build campus culture and "school family". A growth mindset the power of YET will be the school theme for the 20-21 school year.

Perceptions Strengths

The positive atmosphere of teachers and students is evident at Ireland Elementary. Implementation of Conscious Discipline and a focus on ALL students' acheivement at high levels creates a powerful learning environment.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Conscious Discipline routines will have to change for 20-21 **Root Cause:** COVID-19 concerns means many of the tenets of CD cannot be employed in the same way.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Quantifiable goals for student performance in reading and math PreK-3(HB 3)
- Campus goals
- Quantifiable goals for measures of CCMR(HB 3)
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Targeted support Identification data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group

- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Section 504 data
- Gifted and talented data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Equity Data
- Highly qualified staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- TTESS data
- T-PESS data
- Equity data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Parent Involvement Rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Goal 1: Foundational Excellence: ECISD will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 1: Ireland student attendance rate will increase from 95% to 97% by May 2021

Targeted or ESF High Priority

Evaluation Data Sources: attendance reports

Summative Evaluation: None

Strategy 1: Campus will distribute articles, resources regarding attendance to encourage parent awareness.

Strategy's Expected Result/Impact: Increased student attendance percentage by May 2021

Staff Responsible for Monitoring: Principal, Assistant Principal, PEIMS clerk

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: Improve low-performing schools

Funding Sources: None

ESF Levers: Lever 3: Positive School Culture

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Strategy 2: The campus will recognize good student attendance with incentives for students and parents.

Strategy's Expected Result/Impact: Increase in overall student attendance by 2% as of May 2021.

Staff Responsible for Monitoring: Principal, Assistant Principal

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: None

TEA Priorities: Improve low-performing schools

Funding Sources: None

ESF Levers: Lever 3: Positive School Culture

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 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2: Provide the environment conducive to all educational needs in conjunction with the development of Long Range Facilities Plan that will move the District forward in the future.

Evaluation Data Sources: Panorama Student Survey

Summative Evaluation: None

Strategy 1: Implement universal free feeding to all elementary students.

Strategy's Expected Result/Impact: increased attendance and conducive learning environment.

Staff Responsible for Monitoring: Principal

Title I Schoolwide Elements: 2.6

Problem Statements: None

TEA Priorities: Improve low-performing schools

Funding Sources: None

ESF Levers: Lever 3: Positive School Culture

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 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3: Provide differentiated processes for priority classrooms/students

Evaluation Data Sources: assessment data (MAP testing, formative SCAs & summative STAAR for 2nd, 3rd and 5th, Circle assessment PreK)

Summative Evaluation: None

Strategy 1: Plan and implement effective transitions for Pre-K, 2nd, 5th grade to maintain academic learning and support the social-emotional learning of students

Strategy's Expected Result/Impact: continuity of learning acquisition

Staff Responsible for Monitoring: Principal, Assistant Principal, teachers

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: None

TEA Priorities: Improve low-performing schools

Funding Sources: Conscious Discipline implementation materials Title One School-Improvement

ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction

Comprehensive Support Strategy

Targeted Support Strategy

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 4: Ireland Elementary School will embed technology for anytime, anywhere teaching and learning.

Evaluation Data Sources: student surveys, parent surveys, teacher surveys

Summative Evaluation: None

Strategy 1: Use technology resources that will enable students, teachers and leaders to implement and monitor personalized learning for all including Imagine Learning, ClassLink, Google Classroom and SeeSaw.

Strategy's Expected Result/Impact: Increased capacity in student and teacher technology fluency.

Staff Responsible for Monitoring: Principal, Assistant Principal

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: Improve low-performing schools

Funding Sources: None

ESF Levers: None

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Strategy 2: Ireland Elementary will utilize the campus Tech Team to offer support, professional development and training for teachers in implementing campus technology (devices and programs.)

Strategy's Expected Result/Impact: Increased capacity in student and teacher technology fluency.

Increase in student achievement due to individualized learning pathways for students in software programs.

Staff Responsible for Monitoring: Principal, Assistant principal

Title I Schoolwide Elements: 2.4, 2.6

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

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May

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 5: Ireland Elementary School will provide a safe and supportive learning environment.

Evaluation Data Sources: student and parent surveys; safety reports

Summative Evaluation: None

Strategy 1: Awareness training for staff, students and parents will be provided in the area of sexual abuse and other maltreatment of children. All new staff will be trained during required new employee training on Darkness to Light, /Stewards of Child prevention program. Counselors will train all staff during on-campus professional development on prevention and reporting requirements. Required child abuse awareness posters for students will be displayed on all campuses.

Strategy's Expected Result/Impact: None

Staff Responsible for Monitoring: Principal, Assistant Principal

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

Formative
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Strategy 2: All School and SAS counselors will be trained yearly in ECISD crisis response procedures. All campus staff will be trained yearly during campus professional development concerning ECISD suicide prevention response procedures

Strategy's Expected Result/Impact: Fast, efficient crisis response

Staff Responsible for Monitoring: Principal, Counselor, AP

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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Strategy 3: Conscious Discipline implementation will support the unique needs of students at various social/emotional levels and support staff's social/emotional wellness as well.

Strategy's Expected Result/Impact: continued positive culture at Ireland.

Staff Responsible for Monitoring: Principal

Title I Schoolwide Elements: 2.5, 2.6

Problem Statements: None

TEA Priorities: Improve low-performing schools

Funding Sources: None

ESF Levers: Lever 3: Positive School Culture

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Strategy 4: The ECISD comprehensive Guidance and Counseling curriculum will continue to be implemented in PK-12 to implement lessons that will include dating violence, child abuse, bullying, conflict resolution, substance abuse, self efficacy, decision making, behavior and other social-emotional topics

Strategy's Expected Result/Impact: Safe environment for students

Staff Responsible for Monitoring: counselor, principal, assistant principal

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

Formative
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Strategy 5: Teacher discipline management programs will be evaluated for alignment to CHAMPS, PBIS, and Conscious Discipline practices (SEL body of work).

Strategy's Expected Result/Impact: Reduced discipline referrals

Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor

Title I Schoolwide Elements: 2.5, 2.6

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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May

Strategy 6: Campus-level systems and structures will be developed to monitor/improve disaggregated discipline data regularly to inequities

Strategy's Expected Result/Impact: Reduction in inequities (no more than 5% from all)

Staff Responsible for Monitoring: Principal, Assistant Principal

Title I Schoolwide Elements: 2.6

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 2: Invest in Talent: ECISD will recruit, develop and retain highly-effective individuals who are invested in looking at tomorrow to inform their practices today.

Performance Objective 1: The campus teacher retention rate will increase from 85% in 2020 to 90% in 2021.

Evaluation Data Sources: Staffing report

Summative Evaluation: None

Strategy 1: Each campus administrator will conduct a minimum of 5 documented walkthroughs and/or observation/feedback meetings per week

Strategy's Expected Result/Impact: increase in teacher capacity and retention.

Staff Responsible for Monitoring: principal, assistant principal

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: Recruit, support, retain teachers and principals

Funding Sources: None

ESF Levers: Lever 2: Effective, Well-Supported Teachers

Targeted Support Strategy

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 3: Learning Journey: ECISD will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.

Performance Objective 1: Students achieving the Meets standard on state assessment 3rd through 5th grade students in all subjects will increase from the overall average 26% (STAAR 2019) to the overall average of 46% by May 2021.

Targeted or ESF High Priority

Evaluation Data Sources: Aggressive Monitoring RELAY strategy
Short Cycle Assessments
MAP testing
STAAR 2021

Summative Evaluation: None

Strategy 1: Continue & build upon a consistent process to disaggregate data and monitor data through PLCs and grade level RELAY protocol data meetings

Strategy's Expected Result/Impact: Data will reflect data driven lessons/instruction.

Students for all tested grades and content areas will achieve the Meets Standard on short cycle assessments, release tests and STAAR 2020 at improved rate of 20%.

Staff Responsible for Monitoring: Teachers, Principal, Assistant Principal, Instructional Specialist

Title I Schoolwide Elements: 2.4

Problem Statements: None

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Funding Sources: None

Targeted Support Strategy

Formative	Summative
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Strategy 2: The campus will utilize instructional specialists, consultant to assist teachers in creating engaging lessons with effective questioning strategies that align with district initiatives in CIA extended planning sessions.

Strategy's Expected Result/Impact: Students for all tested grades and content areas will achieve the Meets Standard on short cycle assessments, released test and STAAR test:

Capacity in math teachers will be evident in walk through data as well as student performance data.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialist

Title I Schoolwide Elements: 2.4

Problem Statements: None

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

Funding Sources: None

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum

Targeted Support Strategy

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Strategy 3: Implementation of Math Talks campus wide utilizing instructional specialist modeling and district cohort member modeling.

Strategy's Expected Result/Impact: Increase in student outcomes demonstrating growth in numeracy and fluency as demonstrated on STAAR 2021, short cycle assessments and formative assessments.

Staff Responsible for Monitoring: Principal, Assistant Principal

Title I Schoolwide Elements: 2.4

Problem Statements: None

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

Funding Sources: None

ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Targeted Support Strategy

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 2: Students achieving Masters Standard on state assessments will increase from 11% (2019 STAAR) to 21% across tested grade levels and content areas by May 2021.

Targeted or ESF High Priority

Evaluation Data Sources: Aggressive Monitoring RELAY strategy
Short Cycle Assessments
MAP testing
STAAR 2021

Summative Evaluation: None

Strategy 1: The campus will utilize instructional specialists and a consultant to assist teachers in creating engaging lessons with effective questioning and formative assessment strategies that align with district initiatives.

Strategy's Expected Result/Impact: Students for all tested grades and content areas will achieve the Meets Standard on short cycle assessments, released test and STAAR test:

Increased capacity in math teachers will be evident in walk through data as well as student performance data.

Staff Responsible for Monitoring: Principal, assistant principal, instructional specialist

Title I Schoolwide Elements: 2.4

Problem Statements: None

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

Funding Sources: None

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Targeted Support Strategy

Formative	Summative
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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 3: Students achieving Meets Standard on the state assessments in Reading will increase by 15% by May 2021.
3rd Grade Reading: From 2019 32% 47%
4th Grade Reading: From 2019 25% to 40%
5th Grade Reading: From 2019 32% to 42%
4th Grade Writing: From 2019 14% to 29%

Targeted or ESF High Priority

Evaluation Data Sources: Aggressive Monitoring RELAY strategy
Short Cycle Assessments
MAP testing
STAAR 2021

Summative Evaluation: None

Strategy 1: Implement a consistent process to disaggregate data and monitor data through PLCs and grade level data meetings.

Strategy's Expected Result/Impact: Data will reflect data driven lessons/instruction.

Students for all tested grades will achieve the Meets Standard on reading short cycle assessments, release tests and STAAR 2021 at improved rate of 15%.

Staff Responsible for Monitoring: Teachers, Principal, Assistant Principal, Instructional Specialists

Title I Schoolwide Elements: 2.4

Problem Statements: None

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

Funding Sources:
None

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction

Targeted Support Strategy

Formative	Summative
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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 4: Students achieving Meets Standard on the state assessments in Math will increase from 30% (2019 STAAR) to 46% by May 2021.

Targeted or ESF High Priority

Evaluation Data Sources: Aggressive Monitoring RELAY strategy
Short Cycle Assessments
MAP testing
STAAR 2021

Summative Evaluation: None

Strategy 1: The campus will utilize instructional specialists, consultant to assist teachers in creating engaging lessons with effective questioning strategies that align with district initiatives in CIA extended planning sessions.

Strategy's Expected Result/Impact: Students for all tested grades will achieve the Meets Standard in math on short cycle assessments, released test and STAAR test:

Increased capacity in math teachers will be evident in walk through data as well as student performance data.

Staff Responsible for Monitoring: Principal, assistant principal, instructional specialist

Title I Schoolwide Elements: 2.4

Problem Statements: None

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

Funding Sources:
None

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Targeted Support Strategy

Formative	Summative
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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 5: Students K-5 reading on or above grade level will increase from 57% (2019) to 75% by May 2021.

Targeted or ESF High Priority

Evaluation Data Sources: Aggressive Monitoring RELAY strategy
MAP testing
Imagine Learning Assessments
Short Cycle Assessments
STAAR 2021

Summative Evaluation: None

Strategy 1: The campus will utilize LLI intervention curriculum and Imagine Learning with fidelity.

Strategy's Expected Result/Impact: Student learning gaps will be closed, which will be reflected in Image Learning reading assessments, reading short cycle assessments, MAP assessments, district benchmarks and STAAR 2021.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialist

Title I Schoolwide Elements: 2.4

Problem Statements: None

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

Funding Sources:
None

ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Targeted Support Strategy

Formative	Summative
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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 6: Students achieving Meets Standard on the state assessments in Science will increase from %15 to %25 by May 2020.

Targeted or ESF High Priority

Evaluation Data Sources: Aggressive Monitoring RELAY strategy
Short Cycle Assessments
MAP testing
STAAR 2021

Summative Evaluation: None

Performance Objective 7: Performance Objective :Ireland student attendance rate will increase from 95% to 96% by May 2021

Targeted or ESF High Priority

Evaluation Data Sources: Monthly attendance reports

Summative Evaluation: None

Strategy 1: Campus will distribute articles, resources regarding attendance to encourage parent awareness.

Strategy's Expected Result/Impact: Increased student attendance percentage by May 2021

Staff Responsible for Monitoring: Principal, Assistant Principal, PEIMS clerk

Title I Schoolwide Elements: 2.4

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Problem Statements: None

Funding Sources:
None

Formative	Summative
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Strategy 2: The campus will recognize good student attendance with incentives for students and parents.

Strategy's Expected Result/Impact: Increased overall student attendance by 1% in May 2021.

Staff Responsible for Monitoring: Principal, Assistant Principal, PEIMS clerk

Title I Schoolwide Elements: None

TEA Priorities: None

ESF Levers: None

Problem Statements: None

Funding Sources:
None

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No Progress Accomplished Continue/Modify Discontinue

Campus Funding Summary

Title One School- Improvement					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	3	1	Conscious Discipline implementation materials		$0.00
				Sub-Total	$0.00
				Grand Total	$0.00

Addendums

Ector County Independent School District

Lyndon B. Johnson Elementary

Improvement Plan

2020-2021

Mission Statement

LBJ Elementary School's mission is to provide a safe, engaging, learning environment where students can achieve academic excellence and social skills while becoming life long learners in the 21st century.

Vision

Our vision is to prepare and motivate our students for a rapidly changing world by instilling foundations of learning, meaningful lessons, integration of technology, communication, support and a partnership with parents and community so that students will have success for today and be prepared for tomorrow.

Core Beliefs

LBJ KNIGHTS

Will be:

Responsible,

Never give up,

Inspires others,

Gives their best effect,

Has a positive attitude,

Treats everyone with respect,

Strives for success!

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Enrollment: 747

Ethnic Distribution:

Hispanic: 78%

White: 20%

African American: 1%

Other:1%

Economically Disadvantage:48%

GT: 10% of our population

Special Education: 10% of our population

Attendance: Average for the year 94.7%

Demographics Strengths

We serve a diverse population of learners.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Attendance rate for 2019-20 was 94.7% which is below the district and state average **Root Cause:** Mass shooting, flu, and COVID-19

Problem Statement 2 (Prioritized): STAAR 2019 Economically Disadvantage performed at 53% approaches in reading and math. **Root Cause:** Lack of quality and targeted instruction

Problem Statement 3 (Prioritized): Not having higher participation at academic parent nights. **Root Cause:** Parents don't want to drive back to LBJ or they don't have transportation to come back to the campus.

Student Achievement

Student Achievement Summary

STAAR Release 2019

Grade/Subject	Campus: Aprroaches/Meets/Mastery	District: Appraoches/Meets/Mastery
3rd Math	47/16/6	65/34/16
3rd Reading	63/19/11	66/34/19
4th Math	60/24/4	63/33/17
4th Reading	50/21/10	64/32/14
4th Writing	30/7/1	53/21/5
5th Reading	77/37/21	76/38/16
5th Math	67/26/8	83/42/23
5th Science	46/19/3	59/32/14

Student Achievement Strengths

On 5th grade STAAR Release Reading we had 77% approaches, 37 meets, 21% mastery.

On 4th grade STAAR Release Math we had 60% approaches, 24% meets, 4% mastery.

On 3rd grade STAAR Release Reading we had 63% apporaches, 19% meets, 11% mastery.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): LBJ STAAR 2019 58% for Math and 63% for Reading. **Root Cause:** Not enough time to finish aggressive monitoring in the classroom and specific designed reteach lessons

Problem Statement 2 (Prioritized): Attendance rate for 2019-20 was 94.7% which is below the district and state average **Root Cause:** Mass shooting, flu, and COVID-19

Problem Statement 3 (Prioritized): STAAR 2019 Economically Disadvantage performed at 53% approaches in reading and math. **Root Cause:** Lack of quality and targeted instruction

Problem Statement 4 (Prioritized): LBJ Math STAAR 2019 58% approaches, 22% meets, and 63% approaches, 26% meets. **Root Cause:** Inconsistencies with Tier 1 instruction

Problem Statement 5 (Prioritized): LBJ performed below the district in approaches in 4th reading and 3rd grade math. **Root Cause:** Lack of focus on specific TEKS across the grade level.

School Culture and Climate

School Culture and Climate Summary

A positive, safe learning environment for our LBJ students is key. We are working to improve student behavior through CHAMPS and positive reinforcement with our Honor Dollar store. Our students also participate in after school chess club, after school athletics, library blue bonnets. STAAR pep rally, academic nights for parents, music performances in evenings and a collaboration with Odessa College and UTPB AVID, career day, and ALLSTAR Knight of the Month. WE have also encouraged attendance with 9 week perfect attendance parties and extra recess for the class on each grade level with highest % of perfect attendance. We have many events throughout the year that involve our parents such as feather your teacher, muffins for mom, donuts for dad, supper with santa, fall festival, field day, and music programs.

School Culture and Climate Strengths

Our teacher and staff work hard as a team. r.

- Implementation of AVID (College T-Shirts on 1st Wednesday of each month, agenda planners, Niki folders, WICOR Strategies)
- Education Field trips
- Morning Assembly
- LBJ Knight Expectations
- LBJ Allstar of the Month (Positive Reinforcement)
- Fundraisers for the community (United Way, Breast Cancer awareness, Jumprope for Heart)
- PTA Programs

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1 (Prioritized): Attendance rate for 2019-20 was 94.7% which is below the district and state average **Root Cause:** Mass shooting, flu, and COVID-19

Problem Statement 2 (Prioritized): Not enough qualified candidates for the number of positions that are needed to fill. No long-term subs can be used. **Root Cause:** Lack of qualified people to teach

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

LBJ has 46 instructional staff on campus. 41 members of the instructional staff are highly qualified on the campus. LBJ attends district led job fairs for teacher recruitment. The district recruits highly qualified teachers. The campus participated with staff team building activities throughout the school to create a culture of family for all staff.

Staff participate in:

1st year academy for new teachers and a mentorship by a grade level teacher

PLC's each week with grade levels

Vertical Team Meetings

2 GT TEAM Cluster Teachers on every grade level (minimum)

Other committee: Leadership team, CIT, AR committee, CHAMPS committee, bilingual team,

Staff Quality, Recruitment, and Retention Strengths

The campus has a diverse amount of teaching experience. This gives LBJ a chance to have many different views of education from brand new to very seasoned. LBJ uses the district website to advertise openings on the campus. The campus being a positive, encouraging and family atmosphere helps to retain staff members.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1 (Prioritized): Not enough qualified candidates for the number of positions that are needed to fill. No long-term subs can be used. **Root Cause:** Lack of qualified people to teach

Problem Statement 2 (Prioritized): Attendance rate for 2019-20 was 94.7% which is below the district and state average **Root Cause:** Mass shooting, flu, and COVID-19

Problem Statement 3 (Prioritized): STAAR 2019 Economically Disadvantage performed at 53% approaches in reading and math. **Root Cause:** Lack of

quality and targeted instruction

Problem Statement 4 (Prioritized): LBJ STAAR 2019 58% for Math and 63% for Reading. **Root Cause:** Not enough time to finish aggressive monitoring in the classroom and specific designed reteach lessons

Problem Statement 5 (Prioritized): LBJ Math STAAR 2019 58% approaches, 22% meets, and 63% approaches, 26% meets. **Root Cause:** Inconsistencies with Tier 1 instruction

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Our curriculum is aligned to meet the needs of all students in all core subject areas. They are supported by:

Tutoring, dyslexia services, balanced literacy, ImagineMath, Istation, Brainchild and LLI to close the achievement gap.

During PLC's the teachers and instructional leaders regularly perform data digs and identify focus standards to spiral into instruction (re-teach). Teachers will assess students on a unit, SBA, DBA basis to provide feedback that will drive instruction.

The district purchased resources all have a technology component that works towards creating 21st century learners; including Pearson Envision, Pearson Science, HMH, Imagine Math, AR, etc...

Assessments include: COGAT, Naglieri, STAAR, SBAs, DBAs, unit assessments, IStation, ImagineMath and TELPAS assessments allow for early identification of need and potential targets for intervention.

Curriculum, Instruction, and Assessment Strengths

AVID: Students in elementary AVID are assessed three times per year by the classroom teacher in the areas of: organization, binders, planners, note taking, and levels of thinking. All teachers 3-5 will receive training.

The curriculum department has provided training, an aligned curriculum (TEKS Resource) and resources to help meet the learning needs of students. The Scope and Sequence is available in eduphoria and accessible for instructional staff.

The new ELAR HMH textbook adoption will prove a great resource for our teachers. The district has spent much effort on rolling out a sequential and intentional planning process for teachers in efforts to have high-yield instruction.

The use of SCA (short cycle assessments in 2019-2020) show the strenghth of PLC. Per the Spring 2020 ESF Diagnostic Rubric, campus should focus on buidling capacity in the new teachers, strive for certified teachers which will improve Tier I instruction.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): LBJ Math STAAR 2019 58% approaches, 22% meets, and 63% approaches, 26% meets. **Root Cause:** Inconsistencies with Tier 1 instruction

Problem Statement 2 (Prioritized): Attendance rate for 2019-20 was 94.7% which is below the district and state average **Root Cause:** Mass shooting, flu, and COVID-19

Problem Statement 3 (Prioritized): STAAR 2019 Economically Disadvantage performed at 53% approaches in reading and math. **Root Cause:** Lack of quality and targeted instruction

Problem Statement 4 (Prioritized): LBJ STAAR 2019 58% for Math and 63% for Reading. **Root Cause:** Not enough time to finish aggressive monitoring in the classroom and specific designed reteach lessons

Parent and Community Engagement

Parent and Community Engagement Summary

We involve parents and the community members at schools-wide include: Academic Night: Math Night, Science Night, Reading Night, Bookfair, Donuts with Dad, Muffins with Mom, Music performances, STAAR pep-rally, and VIPS.

Families and the community members are involved in school decisions through our campus PTA, CIT, VIPS, and AR programs.

We also have local organizations such as Walmart, Lions Club, Ector County Angels, Education Foundation literacy for kids, Education Foundation provide support for our students in need in various ways.

We translate all notes home into spanish, as well as sending the original English note. Also, our office staff, staff members are bilingual and often will translate if needed.

The special programs that LBJ offers include: SPED, GT, ESL, Bilingual, Speech, RTI, Chess Club and AVID. We see gains in student growth through the use of these programs.

Parent and Community Engagement Strengths

Our VIPS and PTA are becoming actively involved on are campus helping with various needs, such as reading monthly to our Kinder & 1st grade students, Bluebonnet Team, Field Day, Honor Dollar Store, and Yearbook. Grandparents reading in our classrooms, Career Day, and celebrations through out the year to bring parents and community members to the campus.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): Not having higher participation at academic parent nights. **Root Cause:** Parents don't want to drive back to LBJ or they don't have transportation to come back to the campus.

Problem Statement 2 (Prioritized): Attendance rate for 2019-20 was 94.7% which is below the district and state average **Root Cause:** Mass shooting, flu, and COVID-19

School Context and Organization

School Context and Organization Summary

The campus data shows that LBJ students need to continue to improve in math, reading, and writing. The campus data shows that the campus as a whole struggle with mathematics and writing compared to the State and rest of district. Teachers use data in Eduphoria from a variety of sources to drive instruction and remediation for those students in need. Teachers build into their schedules RtI time for students in need and also offer afterschool tutoring to those students that can stay after school. Our GT teacher has brought in accelerated time into her schedule to target students that are performing at high levels. Teachers have a voice via CIT and also ability to speak with campus administration on items they are concerned with. The campus will use common unit assessments for each unit but the teachers have the ability to create daily assessment for checking for understanding. The campus has committees that all stakeholders have access to speak with.

School Context and Organization Strengths

The campus as a whole is open to all stakeholders for input. The campus communicates with parents through ClassDoJo, survey's, and verbal responses. The grade levels communicate their needs with each other and their committee representative so that it can be discussed at Campus Improvement Team meetings or vertical team meetings. PLC's are held weekly for teachers to work together on curriculum and instruction. They also hold grade level meetings weekly to discuss plans and activities for the up coming week.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1 (Prioritized): LBJ performed below the district in approaches in 4th reading and 3rd grade math. **Root Cause:** Lack of focus on specific TEKS across the grade level.

Problem Statement 2 (Prioritized): Attendance rate for 2019-20 was 94.7% which is below the district and state average **Root Cause:** Mass shooting, flu, and COVID-19

Problem Statement 3 (Prioritized): Not having higher participation at academic parent nights. **Root Cause:** Parents don't want to drive back to LBJ or they don't have transportation to come back to the campus.

Technology

Technology Summary

LBJ has smart boards, projectors and document cameras in all classrooms. one to one with district purchase and 4 chromebook carts. Each classroom has a minimum of 3 desktop computers, if not more. The majority of staff and students are becoming more proficent with technology. We have very limited broadband which makes it difficult for multiple classrooms to be on wifi devices at the same time. All staff has a laptop or IPADs so that they can participate from home using technology. Technology has been used for all curriculum areas. Our focus has been district lead reading and math programs. We began flipgrid and google apps. Eduphoria is used for lesson plans, RTI and data disaggregation. The TEKS resource system will be used for the frame work of all lesson planning.

Technology Strengths

All teachers have been trained to set up and use Google Classroom, Class DoJo, and Google Meetings Spring 2020.

Problem Statements Identifying Technology Needs

Problem Statement 1 (Prioritized): Teacher, staff, and student are still learning how to use many of tools, apps, or programs to be successful. **Root Cause:** Lack of personalized training.

Problem Statement 2 (Prioritized): Attendance rate for 2019-20 was 94.7% which is below the district and state average **Root Cause:** Mass shooting, flu, and COVID-19

Problem Statement 3 (Prioritized): LBJ Math STAAR 2019 58% approaches, 22% meets, and 63% approaches, 26% meets. **Root Cause:** Inconsistencies with Tier 1 instruction

Priority Problem Statements

Problem Statement 1: Attendance rate for 2019-20 was 94.7% which is below the district and state average

Root Cause 1: Mass shooting, flu, and COVID-19

Problem Statement 1 Areas: Demographics - Student Achievement - School Culture and Climate - Staff Quality, Recruitment, and Retention - Curriculum, Instruction, and Assessment - Parent and Community Engagement - School Context and Organization - Technology

Problem Statement 2: STAAR 2019 Economically Disadvantage performed at 53% approaches in reading and math.

Root Cause 2: Lack of quality and targeted instruction

Problem Statement 2 Areas: Demographics - Student Achievement - Staff Quality, Recruitment, and Retention - Curriculum, Instruction, and Assessment

Problem Statement 3: Not having higher participation at academic parent nights.

Root Cause 3: Parents don't want to drive back to LBJ or they don't have transportation to come back to the campus.

Problem Statement 3 Areas: Demographics - Parent and Community Engagement - School Context and Organization

Problem Statement 4: LBJ STAAR 2019 58% for Math and 63% for Reading.

Root Cause 4: Not enough time to finish aggressive monitoring in the classroom and specific designed reteach lessons

Problem Statement 4 Areas: Student Achievement - Staff Quality, Recruitment, and Retention - Curriculum, Instruction, and Assessment

Problem Statement 5: LBJ Math STAAR 2019 58% approaches, 22% meets, and 63% approaches, 26% meets.

Root Cause 5: Inconsistencies with Tier 1 instruction

Problem Statement 5 Areas: Student Achievement - Staff Quality, Recruitment, and Retention - Curriculum, Instruction, and Assessment - Technology

Problem Statement 6: LBJ performed below the district in approaches in 4th reading and 3rd grade math.

Root Cause 6: Lack of focus on specific TEKS across the grade level.

Problem Statement 6 Areas: Student Achievement - School Context and Organization

Problem Statement 7: Not enough qualified candidates for the number of positions that are needed to fill. No long-term subs can be used.

Root Cause 7: Lack of qualified people to teach

Problem Statement 7 Areas: School Culture and Climate - Staff Quality, Recruitment, and Retention

Problem Statement 8: Teacher, staff, and student are still learning how to use many of tools, apps, or programs to be successful.

Root Cause 8: Lack of personalized training.

Problem Statement 8 Areas: Technology

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Quantifiable goals for student performance in reading and math PreK-3(HB 3)
- Campus goals
- Quantifiable goals for measures of CCMR(HB 3)
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

Accountability Data

- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data

Student Data: Behavior and Other Indicators

- Attendance data

- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Highly qualified staff data
- Professional development needs assessment data
- TTESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Study of best practices

Goals

Goal 1: Foundational Excellence: LBJ will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 1: Annual student attendance will increase from 94.7 in 2020 to 95 in 2021.

Targeted or ESF High Priority

Evaluation Data Sources: 9 weeks average report

Summative Evaluation: None

Strategy 1: School wide incentives offered to students per 9 weeks for perfect attendance.

Strategy's Expected Result/Impact: Student attendance will increase to 95% by May 2021.

Staff Responsible for Monitoring: Administrations, teachers, attendance clerk, PTA

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Problem Statements:
Demographics 1
Student Achievement 2
School Culture and Climate 1
Staff Quality, Recruitment, and Retention 2
Curriculum, Instruction, and Assessment 2
Parent and Community Engagement 2
School Context and Organization 2
Technology 2

Funding Sources:
Title One School- Improvement

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Strategy 2: An attendance contract will be issued to an student that has less than 90% attendance virtually or face to face.

Strategy's Expected Result/Impact: Increase our attendance rates with fewer contracts as per our attendance weekly reports.

Staff Responsible for Monitoring: Admin, Attendance Clerk, Counselor

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements:
Demographics 1
Student Achievement 2
School Culture and Climate 1
Staff Quality, Recruitment, and Retention 2
Curriculum, Instruction, and Assessment 2
Parent and Community Engagement 2
School Context and Organization 2
Technology 2

Funding Sources:
Local

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Demographics

Problem Statement 2: Attendance rate for 2019-20 was 94.7% which is below the district and state average **Root Cause:** Mass shooting, flu, and COVID-19

Student Achievement

Problem Statement 1: Attendance rate for 2019-20 was 94.7% which is below the district and state average **Root Cause:** Mass shooting, flu, and COVID-19

School Culture and Climate

Problem Statement 1: Attendance rate for 2019-20 was 94.7% which is below the district and state average **Root Cause:** Mass shooting, flu, and COVID-19

Staff Quality, Recruitment, and Retention

Problem Statement 1: Attendance rate for 2019-20 was 94.7% which is below the district and state average **Root Cause:** Mass shooting, flu, and COVID-19

Curriculum, Instruction, and Assessment

Problem Statement 1: Attendance rate for 2019-20 was 94.7% which is below the district and state average **Root Cause:** Mass shooting, flu, and COVID-19

Parent and Community Engagement

Problem Statement 2: Attendance rate for 2019-20 was 94.7% which is below the district and state average **Root Cause:** Mass shooting, flu, and COVID-19

School Context and Organization

Problem Statement 2: Attendance rate for 2019-20 was 94.7% which is below the district and state average **Root Cause:** Mass shooting, flu, and COVID-19

Technology

Problem Statement 1: Attendance rate for 2019-20 was 94.7% which is below the district and state average **Root Cause:** Mass shooting, flu, and COVID-19

Performance Objective 2: LBJ will provide differentiated process for priority classrooms/students.

Evaluation Data Sources: LBJ will use MAP testing and formative/summative assessments.

Summative Evaluation: None

Strategy 1: Formative and Summative assessments daily so that a reteach lesson can be created and taught to those students that did not master the lesson.

Strategy's Expected Result/Impact: There will be an increase in the students understanding of the content therefore improvement on MAP assessments from BOY to MOY to EOY.

Staff Responsible for Monitoring: Teachers, Admin, IS

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements:
Student Achievement 1, 4, 5
Staff Quality, Recruitment, and Retention 4, 5
Curriculum, Instruction, and Assessment 1, 4
School Context and Organization 1
Technology 3

Funding Sources:
Local

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No Progress | Accomplished | Continue/Modify | Discontinue

Student Achievement

Problem Statement 2: LBJ STAAR 2019 58% for Math and 63% for Reading. **Root Cause:** Not enough time to finish aggressive monitoring in the classroom and specific designed reteach lessons

Problem Statement 3: LBJ Math STAAR 2019 58% approaches, 22% meets, and 63% approaches, 26% meets. **Root Cause:** Inconsistencies with Tier 1 instruction

Problem Statement 4: LBJ performed below the district in approaches in 4th reading and 3rd grade math. **Root Cause:** Lack of focus on specific TEKS across the grade level.

Staff Quality, Recruitment, and Retention

Problem Statement 2: LBJ STAAR 2019 58% for Math and 63% for Reading. **Root Cause:** Not enough time to finish aggressive monitoring in the classroom and specific designed reteach lessons

Problem Statement 3: LBJ Math STAAR 2019 58% approaches, 22% meets, and 63% approaches, 26% meets. **Root Cause:** Inconsistencies with Tier 1 instruction

Curriculum, Instruction, and Assessment

Problem Statement 2: LBJ STAAR 2019 58% for Math and 63% for Reading. **Root Cause:** Not enough time to finish aggressive monitoring in the classroom and specific designed reteach lessons

Problem Statement 3: LBJ Math STAAR 2019 58% approaches, 22% meets, and 63% approaches, 26% meets. **Root Cause:** Inconsistencies with Tier 1 instruction

School Context and Organization

Problem Statement 3: LBJ performed below the district in approaches in 4th reading and 3rd grade math. **Root Cause:** Lack of focus on specific TEKS across the grade level.

Technology

Problem Statement 2: LBJ Math STAAR 2019 58% approaches, 22% meets, and 63% approaches, 26% meets. **Root Cause:** Inconsistencies with Tier 1 instruction

Performance Objective 3: LBJ will embed technology for anytime, anywhere teaching and learning.

Evaluation Data Sources: Weekly Google Classroom checks for each staff member as per administration
Personalized training for individual teachers

Summative Evaluation: None

Strategy 1: Use technology resources that will enable students, teachers, and leaders to implement and monitor personalized learning for all.

Strategy's Expected Result/Impact: All have one to one devices for all students, teachers, and leaders so that virtual personalized learning can be available 100% of the time.

Staff Responsible for Monitoring: Administration

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements:
Technology 1

Funding Sources:
Title Two Professional Development

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Technology

Problem Statement 3: Teacher, staff, and student are still learning how to use many of tools, apps, or programs to be successful. **Root Cause:** Lack of personalized training.

Performance Objective 4: LBJ will develop the adult collective understanding and shared vision of Social Emotional Learning (SEL) that creates systemic change where SEL can thrive.

Evaluation Data Sources: Students will be successful and healthy including social and emotional needs.

Summative Evaluation: None

Strategy 1: Students will learn how to be healthy socially, emotionally and academically.

Strategy's Expected Result/Impact: All campus staff

Staff Responsible for Monitoring: Teacher, Counselor, Admin

Title I Schoolwide Elements: 2.5

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements:
Demographics 1
Student Achievement 1, 2, 4
School Culture and Climate 1
Staff Quality, Recruitment, and Retention 2, 4, 5
Curriculum, Instruction, and Assessment 1, 2, 4
Parent and Community Engagement 2
School Context and Organization 2
Technology 2, 3

Funding Sources:
State School Safety

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Demographics

Problem Statement 2: Attendance rate for 2019-20 was 94.7% which is below the district and state average **Root Cause:** Mass shooting, flu, and COVID-19

Student Achievement

Problem Statement 1: Attendance rate for 2019-20 was 94.7% which is below the district and state average **Root Cause:** Mass shooting, flu, and COVID-19

Problem Statement 2: LBJ STAAR 2019 58% for Math and 63% for Reading. **Root Cause:** Not enough time to finish aggressive monitoring in the classroom and specific designed reteach lessons

Problem Statement 3: LBJ Math STAAR 2019 58% approaches, 22% meets, and 63% approaches, 26% meets. **Root Cause:** Inconsistencies with Tier 1 instruction

School Culture and Climate

Problem Statement 1: Attendance rate for 2019-20 was 94.7% which is below the district and state average **Root Cause:** Mass shooting, flu, and COVID-19

Staff Quality, Recruitment, and Retention

Problem Statement 1: Attendance rate for 2019-20 was 94.7% which is below the district and state average **Root Cause:** Mass shooting, flu, and COVID-19

Problem Statement 2: LBJ STAAR 2019 58% for Math and 63% for Reading. **Root Cause:** Not enough time to finish aggressive monitoring in the classroom and specific

designed reteach lessons
Problem Statement 3: LBJ Math STAAR 2019 58% approaches, 22% meets, and 63% approaches, 26% meets. **Root Cause:** Inconsistencies with Tier 1 instruction
Curriculum, Instruction, and Assessment
Problem Statement 1: Attendance rate for 2019-20 was 94.7% which is below the district and state average **Root Cause:** Mass shooting, flu, and COVID-19
Problem Statement 2: LBJ STAAR 2019 58% for Math and 63% for Reading. **Root Cause:** Not enough time to finish aggressive monitoring in the classroom and specific designed reteach lessons
Problem Statement 3: LBJ Math STAAR 2019 58% approaches, 22% meets, and 63% approaches, 26% meets. **Root Cause:** Inconsistencies with Tier 1 instruction
Parent and Community Engagement
Problem Statement 2: Attendance rate for 2019-20 was 94.7% which is below the district and state average **Root Cause:** Mass shooting, flu, and COVID-19
School Context and Organization
Problem Statement 2: Attendance rate for 2019-20 was 94.7% which is below the district and state average **Root Cause:** Mass shooting, flu, and COVID-19
Technology
Problem Statement 1: Attendance rate for 2019-20 was 94.7% which is below the district and state average **Root Cause:** Mass shooting, flu, and COVID-19
Problem Statement 2: LBJ Math STAAR 2019 58% approaches, 22% meets, and 63% approaches, 26% meets. **Root Cause:** Inconsistencies with Tier 1 instruction

Performance Objective 5: LBJ will provide a safe and supportive learning environment.

Evaluation Data Sources: Training sign in sheets, drills, surveys

Summative Evaluation: None

Strategy 1:
Train all staff on required new employee training on Darkness to Light and child-abuse awareness. Train all staff during on-campus professional development on prevention and reporting requirements.

Strategy's Expected Result/Impact: Staff will be prepared to address all students needs in this area and will know the protocol/procedures for reporting and referring.

Staff Responsible for Monitoring: Counselor, teacher, administration

Title I Schoolwide Elements: 2.5, 2.6, 3.1

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction

Problem Statements:
Demographics 2
Student Achievement 1, 3, 4
Staff Quality, Recruitment, and Retention 3, 4, 5
Curriculum, Instruction, and Assessment 1, 3, 4
Technology 3

Funding Sources:
State School Safety

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Strategy 2: Train all teachers and staff on the protocols and procedures for safety on campus including safety drills, COVID-19 hygiene procedures, and classroom routines.

Strategy's Expected Result/Impact: Staff and students will prepare by practicing for these types of emergencies and daily routines.

Staff Responsible for Monitoring: Teachers and Admin

Title I Schoolwide Elements: 2.5, 2.6

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture

Problem Statements:
Student Achievement 1, 4, 5
Staff Quality, Recruitment, and Retention 4, 5
Curriculum, Instruction, and Assessment 1, 4
School Context and Organization 1
Technology 3

Funding Sources:
State School Safety

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Strategy 3: Teacher discipline management programs will be evaluated for alignment to CHAMPS/PBIS.

Strategy's Expected Result/Impact: CHAMPS implementation with fewer discipline referrals as per our referral 6 week report,

Staff Responsible for Monitoring: Teacher/Admin

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements:
Demographics 2, 3
Student Achievement 3
Staff Quality, Recruitment, and Retention 3
Curriculum, Instruction, and Assessment 3
Parent and Community Engagement 1
School Context and Organization 3

Funding Sources:
Update of Kagan Training Local $0

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 No Progress Accomplished Continue/Modify Discontinue

Demographics

Problem Statement 1: Not having higher participation at academic parent nights. **Root Cause:** Parents don't want to drive back to LBJ or they don't have transportation to come back to the campus.

Problem Statement 3: STAAR 2019 Economically Disadvantage performed at 53% approaches in reading and math. **Root Cause:** Lack of quality and targeted instruction

Student Achievement

Problem Statement 2: LBJ STAAR 2019 58% for Math and 63% for Reading. **Root Cause:** Not enough time to finish aggressive monitoring in the classroom and specific designed reteach lessons

Problem Statement 3: LBJ Math STAAR 2019 58% approaches, 22% meets, and 63% approaches, 26% meets. **Root Cause:** Inconsistencies with Tier 1 instruction

Problem Statement 4: LBJ performed below the district in approaches in 4th reading and 3rd grade math. **Root Cause:** Lack of focus on specific TEKS across the grade level.

Problem Statement 5: STAAR 2019 Economically Disadvantage performed at 53% approaches in reading and math. **Root Cause:** Lack of quality and targeted instruction

Staff Quality, Recruitment, and Retention

Problem Statement 2: LBJ STAAR 2019 58% for Math and 63% for Reading. **Root Cause:** Not enough time to finish aggressive monitoring in the classroom and specific designed reteach lessons

Problem Statement 3: LBJ Math STAAR 2019 58% approaches, 22% meets, and 63% approaches, 26% meets. **Root Cause:** Inconsistencies with Tier 1 instruction

Problem Statement 5: STAAR 2019 Economically Disadvantage performed at 53% approaches in reading and math. **Root Cause:** Lack of quality and targeted instruction

Curriculum, Instruction, and Assessment

Problem Statement 2: LBJ STAAR 2019 58% for Math and 63% for Reading. **Root Cause:** Not enough time to finish aggressive monitoring in the classroom and specific designed reteach lessons

Problem Statement 3: LBJ Math STAAR 2019 58% approaches, 22% meets, and 63% approaches, 26% meets. **Root Cause:** Inconsistencies with Tier 1 instruction

Problem Statement 4: STAAR 2019 Economically Disadvantage performed at 53% approaches in reading and math. **Root Cause:** Lack of quality and targeted instruction

Parent and Community Engagement

Problem Statement 1: Not having higher participation at academic parent nights. **Root Cause:** Parents don't want to drive back to LBJ or they don't have transportation to come back to the campus.

School Context and Organization

Problem Statement 1: Not having higher participation at academic parent nights. **Root Cause:** Parents don't want to drive back to LBJ or they don't have transportation to come back to the campus.

Problem Statement 3: LBJ performed below the district in approaches in 4th reading and 3rd grade math. **Root Cause:** Lack of focus on specific TEKS across the grade level.

Technology

Problem Statement 2: LBJ Math STAAR 2019 58% approaches, 22% meets, and 63% approaches, 26% meets. **Root Cause:** Inconsistencies with Tier 1 instruction

Performance Objective 6: LBJ will establish a parnership with parents, community, and businesses.

Evaluation Data Sources: Continue to seek out parents, community members, and business to volunteer and help in our school.

Summative Evaluation: None

Strategy 1: LBJ will continue to encourage families to participate on our schoolwide Class DoJo to increase communication. Our goal is 100% participation.

Strategy's Expected Result/Impact: Reaching more parents with information and parent participation.

Staff Responsible for Monitoring: Teachers and Admin

Title I Schoolwide Elements: 3.2

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Problem Statements:
Demographics 3
Parent and Community Engagement 1
School Context and Organization 3

Funding Sources:
Local

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Strategy 2: LBJ teachers will meet with parents for two parent/teacher conferences per school year via phone or zoom/in peron. Teachers will utilize student data folders for this discussion.

Strategy's Expected Result/Impact: 100% of our parent being informed about their child's academic performance.

Staff Responsible for Monitoring: Teachers, Admin,

Title I Schoolwide Elements: 3.1, 3.2

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements:
Demographics 3
Parent and Community Engagement 1
School Context and Organization 3

Funding Sources:
Take home books to promote reading and literature on how to teach children at home. Title One School-wide $2,009

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Demographics

Problem Statement 1: Not having higher participation at academic parent nights. **Root Cause:** Parents don't want to drive back to LBJ or they don't have transportation to come back to the campus.

Parent and Community Engagement

Problem Statement 1: Not having higher participation at academic parent nights. **Root Cause:** Parents don't want to drive back to LBJ or they don't have transportation to come back to the campus.

School Context and Organization

Problem Statement 1: Not having higher participation at academic parent nights. **Root Cause:** Parents don't want to drive back to LBJ or they don't have transportation to come back to the campus.

Goal 2: Invest in Talent: LBJ will recruit, develop and retain highly-effective individuals who are invested in looking at tomorrow to inform their practices today.

Performance Objective 1: The campus teacher retention rate will increase to 100% for May 2021.

Evaluation Data Sources: Teacher retention rate report.

Summative Evaluation: None

Strategy 1: Utilize culture building strategies such as celebrating teacher successes with shout outs, luncheons, snack cart for positive reinforcement.

Strategy's Expected Result/Impact: Improved teacher retention/moral

Staff Responsible for Monitoring: Admininstration/PTA

Title I Schoolwide Elements: 2.4

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum

Problem Statements:
School Culture and Climate 2
Staff Quality, Recruitment, and Retention 1

Funding Sources:
Title One School-wide

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Strategy 2: Campus instructional support with small size feedback and coaching to improve practices in the classroom.

Strategy's Expected Result/Impact: Support leads to teachers feeling more supported and in return retention of teachers.

Staff Responsible for Monitoring: IS and Admin

Title I Schoolwide Elements: 2.5

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Effective, Well-Supported Teachers

Problem Statements:
Student Achievement 1
Staff Quality, Recruitment, and Retention 4
Curriculum, Instruction, and Assessment 4
Technology 1

Funding Sources:
Local

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0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue

Student Achievement

Problem Statement 2: LBJ STAAR 2019 58% for Math and 63% for Reading. **Root Cause:** Not enough time to finish aggressive monitoring in the classroom and specific

designed reteach lessons

School Culture and Climate

Problem Statement 2: Not enough qualified candidates for the number of positions that are needed to fill. No long-term subs can be used. **Root Cause:** Lack of qualified people to teach

Staff Quality, Recruitment, and Retention

Problem Statement 2: LBJ STAAR 2019 58% for Math and 63% for Reading. **Root Cause:** Not enough time to finish aggressive monitoring in the classroom and specific designed reteach lessons

Problem Statement 4: Not enough qualified candidates for the number of positions that are needed to fill. No long-term subs can be used. **Root Cause:** Lack of qualified people to teach

Curriculum, Instruction, and Assessment

Problem Statement 2: LBJ STAAR 2019 58% for Math and 63% for Reading. **Root Cause:** Not enough time to finish aggressive monitoring in the classroom and specific designed reteach lessons

Technology

Problem Statement 3: Teacher, staff, and student are still learning how to use many of tools, apps, or programs to be successful. **Root Cause:** Lack of personalized training.

Performance Objective 2: LBJ will personalized professional learning for all teachers through PD or PLC's.

Evaluation Data Sources: walk-throughs, sign-in documentation from trainings, and DDI

Summative Evaluation: None

Strategy 1: LBJ will conduct a minimum of 5 documented walk-through/feedback meetings per week.

Strategy's Expected Result/Impact: Improvement instruction and support teachers

Staff Responsible for Monitoring: Administration

Title I Schoolwide Elements: 2.5

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction

Problem Statements:
Demographics 2
Student Achievement 1, 3, 4, 5
Staff Quality, Recruitment, and Retention 3, 4, 5
Curriculum, Instruction, and Assessment 1, 3, 4
School Context and Organization 1
Technology 3

Funding Sources:
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Strategy 2: All teachers will attend PLC's

Strategy's Expected Result/Impact: Improving teaching and learning

Staff Responsible for Monitoring: Administration, IS

Title I Schoolwide Elements: 2.4

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction

Problem Statements:
Demographics 2
Student Achievement 1, 3, 4, 5
Staff Quality, Recruitment, and Retention 3, 4, 5
Curriculum, Instruction, and Assessment 1, 3, 4
School Context and Organization 1
Technology 3

Funding Sources:
Local

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Demographics

Problem Statement 3: STAAR 2019 Economically Disadvantage performed at 53% approaches in reading and math. **Root Cause:** Lack of quality and targeted instruction
Student Achievement
Problem Statement 2: LBJ STAAR 2019 58% for Math and 63% for Reading. **Root Cause:** Not enough time to finish aggressive monitoring in the classroom and specific designed reteach lessons
Problem Statement 3: LBJ Math STAAR 2019 58% approaches, 22% meets, and 63% approaches, 26% meets. **Root Cause:** Inconsistencies with Tier 1 instruction
Problem Statement 4: LBJ performed below the district in approaches in 4th reading and 3rd grade math. **Root Cause:** Lack of focus on specific TEKS across the grade level.
Problem Statement 5: STAAR 2019 Economically Disadvantage performed at 53% approaches in reading and math. **Root Cause:** Lack of quality and targeted instruction
Staff Quality, Recruitment, and Retention
Problem Statement 2: LBJ STAAR 2019 58% for Math and 63% for Reading. **Root Cause:** Not enough time to finish aggressive monitoring in the classroom and specific designed reteach lessons
Problem Statement 3: LBJ Math STAAR 2019 58% approaches, 22% meets, and 63% approaches, 26% meets. **Root Cause:** Inconsistencies with Tier 1 instruction
Problem Statement 5: STAAR 2019 Economically Disadvantage performed at 53% approaches in reading and math. **Root Cause:** Lack of quality and targeted instruction
Curriculum, Instruction, and Assessment
Problem Statement 2: LBJ STAAR 2019 58% for Math and 63% for Reading. **Root Cause:** Not enough time to finish aggressive monitoring in the classroom and specific designed reteach lessons
Problem Statement 3: LBJ Math STAAR 2019 58% approaches, 22% meets, and 63% approaches, 26% meets. **Root Cause:** Inconsistencies with Tier 1 instruction
Problem Statement 4: STAAR 2019 Economically Disadvantage performed at 53% approaches in reading and math. **Root Cause:** Lack of quality and targeted instruction
School Context and Organization
Problem Statement 3: LBJ performed below the district in approaches in 4th reading and 3rd grade math. **Root Cause:** Lack of focus on specific TEKS across the grade level.
Technology
Problem Statement 2: LBJ Math STAAR 2019 58% approaches, 22% meets, and 63% approaches, 26% meets. **Root Cause:** Inconsistencies with Tier 1 instruction

Goal 3: Learning Journey: LBJ Elementary will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. LBJ Elementary will equip students to be adaptable in an ever-changing society.

Performance Objective 1: Students achievement on the Meets Standard on STAAR will increase from 24% to 30% across all tested grade levels and contents by May 2021.

Evaluation Data Sources: STAAR Assessment Data, SBA Fall and Spring,

Summative Evaluation: None

Strategy 1: Instructional Specialist will work with teachers during PLC's and planning time with a focus on instruction.

Strategy's Expected Result/Impact: Teachers will be responsible for creating a backwards planning mat for each unit and a calendar to plan out the # of days of instruction.

Staff Responsible for Monitoring: Teachers, Admin, IS

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction

Problem Statements:
Demographics 2
Student Achievement 1, 3, 4, 5
Staff Quality, Recruitment, and Retention 3, 4, 5
Curriculum, Instruction, and Assessment 1, 3, 4
School Context and Organization 1
Technology 3

Funding Sources:
Local

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Strategy 2: LBJ will utilize day tutors to increase our students performance from approaches to meet.

Strategy's Expected Result/Impact: Students will demonstrate a 30% Meet in Math and Reading on STAAR.

Staff Responsible for Monitoring: Data folders will be kept by tutors

Title I Schoolwide Elements: 2.4, 2.6

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Problem Statements:
Demographics 2
Student Achievement 1, 3, 5
Staff Quality, Recruitment, and Retention 3, 4
Curriculum, Instruction, and Assessment 3, 4
School Context and Organization 1

Funding Sources:
State Comp Ed

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Strategy 3: LBJ teaching and learning will include blended learning.

Strategy's Expected Result/Impact: Teachers will create a blended learning environment where students will use technology and in class support

Staff Responsible for Monitoring: Administration, IS

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Problem Statements:
Technology 1

Funding Sources:
State Blended Learning Grant

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Strategy 4: LBJ will use formal and informal assessment to identify students and areas of need to make 1 years growth.

Strategy's Expected Result/Impact: Increase the number of students meeting approaches, meets, and mastery with no decreases in scores.

Staff Responsible for Monitoring: Administration/ teachers

Title I Schoolwide Elements: 2.5

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Problem Statements:
Demographics 2
Student Achievement 1, 3, 4, 5
Staff Quality, Recruitment, and Retention 3, 4, 5
Curriculum, Instruction, and Assessment 1, 3, 4
School Context and Organization 1
Technology 3

Funding Sources:
None

Formative	Summative
Oct	May
Jan	
Mar	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Demographics

Problem Statement 3: STAAR 2019 Economically Disadvantage performed at 53% approaches in reading and math. **Root Cause:** Lack of quality and targeted instruction

Student Achievement

Problem Statement 2: LBJ STAAR 2019 58% for Math and 63% for Reading. **Root Cause:** Not enough time to finish aggressive monitoring in the classroom and specific designed reteach lessons

Problem Statement 3: LBJ Math STAAR 2019 58% approaches, 22% meets, and 63% approaches, 26% meets. **Root Cause:** Inconsistencies with Tier 1 instruction

Problem Statement 4: LBJ performed below the district in approaches in 4th reading and 3rd grade math. **Root Cause:** Lack of focus on specific TEKS across the grade level.

Problem Statement 5: STAAR 2019 Economically Disadvantage performed at 53% approaches in reading and math. **Root Cause:** Lack of quality and targeted instruction

Staff Quality, Recruitment, and Retention

Problem Statement 2: LBJ STAAR 2019 58% for Math and 63% for Reading. **Root Cause:** Not enough time to finish aggressive monitoring in the classroom and specific designed reteach lessons

Problem Statement 3: LBJ Math STAAR 2019 58% approaches, 22% meets, and 63% approaches, 26% meets. **Root Cause:** Inconsistencies with Tier 1 instruction

Problem Statement 5: STAAR 2019 Economically Disadvantage performed at 53% approaches in reading and math. **Root Cause:** Lack of quality and targeted instruction

Curriculum, Instruction, and Assessment

Problem Statement 2: LBJ STAAR 2019 58% for Math and 63% for Reading. **Root Cause:** Not enough time to finish aggressive monitoring in the classroom and specific designed reteach lessons

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Problem Statement 4: STAAR 2019 Economically Disadvantage performed at 53% approaches in reading and math. **Root Cause:** Lack of quality and targeted instruction

School Context and Organization

Problem Statement 3: LBJ performed below the district in approaches in 4th reading and 3rd grade math. **Root Cause:** Lack of focus on specific TEKS across the grade level.

Technology

Problem Statement 2: LBJ Math STAAR 2019 58% approaches, 22% meets, and 63% approaches, 26% meets. **Root Cause:** Inconsistencies with Tier 1 instruction
Problem Statement 3: Teacher, staff, and student are still learning how to use many of tools, apps, or programs to be successful. **Root Cause:** Lack of personalized training.

Performance Objective 2: The percentage of students reading on grade level grade K-5 will increase 3% from BOY MAP to EOY MAP assessment.

Evaluation Data Sources: MAP Assessment Report

Summative Evaluation: None

Strategy 1: All K-3rd grade teacher will be trained and implement reading academy.

Strategy's Expected Result/Impact: All students will participate in reading academy.

Staff Responsible for Monitoring: Administration, district training

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction

Problem Statements:
Demographics 2
Student Achievement 1, 3, 4, 5
Staff Quality, Recruitment, and Retention 3, 4, 5
Curriculum, Instruction, and Assessment 1, 3, 4
School Context and Organization 1
Technology 3

Funding Sources:
State Comp Ed

Formative
Oct
Jan
Mar
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May

Strategy 2: Leveled take home reading books and math resources for all students that will be utilized for both home and school with targeted small group.

Strategy's Expected Result/Impact: Increase in MAP scores EOY

Staff Responsible for Monitoring: Teachers/Administration

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements:
Student Achievement 1, 5
Staff Quality, Recruitment, and Retention 4
Curriculum, Instruction, and Assessment 4
School Context and Organization 1

Funding Sources:
State Comp Ed $2,009

Formative
Oct
Jan
Mar
Summative
May

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Demographics

Problem Statement 3: STAAR 2019 Economically Disadvantage performed at 53% approaches in reading and math. **Root Cause:** Lack of quality and targeted instruction
Student Achievement
Problem Statement 2: LBJ STAAR 2019 58% for Math and 63% for Reading. **Root Cause:** Not enough time to finish aggressive monitoring in the classroom and specific designed reteach lessons
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Problem Statement 5: STAAR 2019 Economically Disadvantage performed at 53% approaches in reading and math. **Root Cause:** Lack of quality and targeted instruction
Staff Quality, Recruitment, and Retention
Problem Statement 2: LBJ STAAR 2019 58% for Math and 63% for Reading. **Root Cause:** Not enough time to finish aggressive monitoring in the classroom and specific designed reteach lessons
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Curriculum, Instruction, and Assessment
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School Context and Organization
Problem Statement 3: LBJ performed below the district in approaches in 4th reading and 3rd grade math. **Root Cause:** Lack of focus on specific TEKS across the grade level.
Technology
Problem Statement 2: LBJ Math STAAR 2019 58% approaches, 22% meets, and 63% approaches, 26% meets. **Root Cause:** Inconsistencies with Tier 1 instruction

Performance Objective 3: Students achieving the Meets Standard on state assessments in Math will increase in each tested grade level by May 2021.
3rd grade Math from 16% to 30%
4th grade Math from 24% to 40%
5th grade Math from 26% to 42%

Evaluation Data Sources: STAAR Test Data 2021

Summative Evaluation: None

Strategy 1: Teachers & students will track data monthly in their data folders.

Strategy's Expected Result/Impact: data folders for students
binders for teachers (all students data)

Staff Responsible for Monitoring: Teachers, IS, Admin

Title I Schoolwide Elements: 2.4, 2.6

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction

Problem Statements:
Student Achievement 1, 4, 5
Staff Quality, Recruitment, and Retention 4, 5
Curriculum, Instruction, and Assessment 1, 4
School Context and Organization 1
Technology 3

Funding Sources:
Folders/Printshop fees for data sheets for every student assessment
State Comp Ed $4,000

Formative	Summative
Oct	May
Jan	
Mar	

Strategy 2: Teachers and staff will participate in PLC's weekly which will include the DDI and feedback.

Strategy's Expected Result/Impact: Data binders, PLC notes, PLC plan,

Staff Responsible for Monitoring: Admin, Teachers, IS

Title I Schoolwide Elements: 2.4

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction

Problem Statements:
Demographics 2
Student Achievement 1, 3, 4, 5
Staff Quality, Recruitment, and Retention 3, 4, 5
Curriculum, Instruction, and Assessment 1, 3, 4
School Context and Organization 1
Technology 3

Funding Sources:
Local

Formative
Oct
Jan
Mar
Summative
May

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Demographics

Problem Statement 3: STAAR 2019 Economically Disadvantage performed at 53% approaches in reading and math. **Root Cause:** Lack of quality and targeted instruction

Student Achievement

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Staff Quality, Recruitment, and Retention

Problem Statement 2: LBJ STAAR 2019 58% for Math and 63% for Reading. **Root Cause:** Not enough time to finish aggressive monitoring in the classroom and specific designed reteach lessons

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Curriculum, Instruction, and Assessment

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School Context and Organization

Problem Statement 3: LBJ performed below the district in approaches in 4th reading and 3rd grade math. **Root Cause:** Lack of focus on specific TEKS across the grade level.

Technology
Problem Statement 2: LBJ Math STAAR 2019 58% approaches, 22% meets, and 63% approaches, 26% meets. **Root Cause:** Inconsistencies with Tier 1 instruction

Performance Objective 4: Students achieving the Meets Standard on the state assessment in reading will increase by May 2021.
3rd grade reading from 26% to 30%.
4th grade reading from 21% to 25%.
5th grade reading from 37% to 41%.

Evaluation Data Sources: State Accountability and SBA in the Fall and Spring

Summative Evaluation: None

Strategy 1: LBJ will utilize Accelerated Reading Program to enhance individual leveled reading and comprehension.

Strategy's Expected Result/Impact: Increase on reading levels on STAR Reading Assessment at the BOY, MOY, and EOY.

Staff Responsible for Monitoring: Adminstration, IS, Teachers

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements:
Demographics 2
Student Achievement 3, 5
Staff Quality, Recruitment, and Retention 3
Curriculum, Instruction, and Assessment 3
School Context and Organization 1

Funding Sources:
Education Galaxy-Math supplement/Writing Supplement for RTI
State Comp Ed $4,000

Formative
Oct
Jan
Mar
Summative
May

Strategy 2: LBJ will be implementing Reading Academies for all Kinder-3rd grade.

Strategy's Expected Result/Impact: Increase the foundations of literacy.

Staff Responsible for Monitoring: Teachers, Is, Administration

Title I Schoolwide Elements: 2.4, 2.6

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction

Problem Statements:
Student Achievement 1, 4, 5
Staff Quality, Recruitment, and Retention 4, 5
Curriculum, Instruction, and Assessment 1, 4
School Context and Organization 1
Technology 3

Funding Sources:
State Comp Ed

Formative
Oct
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Mar
Summative
May

No Progress	Accomplished	Continue/Modify	Discontinue

Demographics

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Student Achievement

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Staff Quality, Recruitment, and Retention

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Technology

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Campus Funding Summary

Local					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2			$0.00
1	2	1			$0.00
1	5	3	Update of Kagan Training		$0.00
1	6	1			$0.00
2	1	2			$0.00
2	2	1			$0.00
2	2	2			$0.00
3	1	1			$0.00
3	3	2			$0.00
				Sub-Total	$0.00

State Blended Learning Grant					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	1	3			$0.00
				Sub-Total	$0.00

State Comp Ed					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	1	2			$0.00
3	2	1			$0.00
3	2	2			$2,009.00
3	3	1	Folders/Printshop fees for data sheets for every student assessment		$4,000.00
3	4	1	Education Galaxy-Math supplement/Writing Supplement for RTI		$4,000.00
3	4	2			$0.00
				Sub-Total	$10,009.00

State School Safety					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	4	1			$0.00
1	5	1			$0.00
1	5	2			$0.00
				Sub-Total	$0.00

Title One School- Improvement					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1			$0.00
				Sub-Total	$0.00

Title One School-wide					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	6	2	Take home books to promote reading and literature on how to teach children at home.		$2,009.00
2	1	1			$0.00
				Sub-Total	$2,009.00

Title Two Professional Development					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	3	1			$0.00
				Sub-Total	$0.00
				Grand Total	$12,018.00

Addendums

Ector County Independent School District

Barbara Jordan Elementary

Improvement Plan

2020-2021

Accountability Rating: Not Rated: Declared State of Disaster

Mission Statement

Barbara Jordan Elementary will empower lifelong learning by being passionate, inspiring and risk taking educators for our students and community.

Vision

The vision of Jordan Elementary is to support and guide every student to develop his/her potential as a learner to the highest level.

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Goal 1 : Foundational Excellence: ECISD will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices. 21
Goal 2 : Invest in Talent: Jordan will develop and retain highly-effective individuals who are invested in looking at tomorrow to inform their practices today. 29
Goal 3 : Learning Journey: Jordan will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. Jordan will equip students to be adaptable in an ever-changing society. 30
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Comprehensive Needs Assessment

Demographics

Demographics Summary

068901129 - BARBARA JORDAN EL

Campus	**Total**	128,609.0	142,927.0	5,922.0	4,877.0	122,687.0	138,050.0	0.0	0.0	122,687.0	138,050.0	95.4%	96.6%
Ethnicity	**Total**	83,951.0	94,743.0	3,921.0	3,495.0	80,030.0	91,248.0	0.0	0.0	80,030.0	91,248.0	95.3%	96.3%
Hispanic/Latino		422.0	723.0	23.0	17.0	399.0	706.0	2,578.0	0.0	0.0	399.0	706.0	94.5%	97.6%
American Indian or Alaska		3,111.0	2,614.0	96.0	36.0	3,015.0	4,483.0	0.0	0.0	3,015.0	2,578.0	96.9%	98.6%
Asian		5,013.0	4,597.0	248.0	114.0	4,765.0	651.0	0.0	0.0	4,765.0	4,483.0	95.1%	97.5%
Black or African American		492.0	664.0	17.0	13.0	475.0	35,492.0	0.0	0.0	475.0	651.0	96.5%	98.0%
Hawaiian or Other Pacific		32,342.0	36,624.0	1,472.0	1,132.0	30,870.0	2,892.0	0.0	0.0	30,870.0	35,492.0	95.4%	96.9%
White		3,278.0	2,962.0	145.0	70.0	3,133.0	138,050.0	0.0	0.0	3,133.0	2,892.0	95.6%	97.6%
Two or More Races		128,609.0	142,927.0	5,922.0	4,877.0	122,687.0	71,841.0	0.0	0.0	122,687.0	138,050.0	95.4%	96.6%
Gender		65,510.0	74,491.0	3,049.0	2,650.0	62,461.0	66,209.0	0.0	0.0	62,461.0	71,841.0	95.3%	96.4%
Male		63,099.0	68,436.0	2,873.0	2,227.0	60,226.0	138,050.0	0.0	0.0	60,226.0	66,209.0	95.4%	96.7%
Female		128,609.0	142,927.0	5,922.0	4,877.0	122,687.0	15,470.0	0.0	0.0	122,687.0	138,050.0	95.4%	96.6%
Special Population		13,425.0	16,074.0	755.0	604.0	12,670.0	45,354.0	0.0	0.0	12,670.0	15,470.0	94.4%	96.2%
Special Education		56,951.0	47,288.0	2,901.0	1,934.0	54,050.0	33,341.0	0.0	0.0	54,050.0	45,354.0	94.9%	95.9%
Economic Disadvantage		28,386.0	34,581.0	1,420.0	1,240.0	26,966.0	58,929.0	0.0	0.0	26,966.0	33,341.0	95.0%	96.4%
LEP		49,846.0	61,272.0	2,492.0	2,343.0	47,354.0	9,513.0	0.0	0.0	47,354.0	58,929.0	95.0%	96.2%
At Risk		13,290.0	9,718.0	476.0	205.0	12,814.0	0.0	0.0	0.0	12,814.0	9,513.0	96.4%	97.9%
Gifted and		0.0	0.0	0.0	0.0	0.0	3,122.0	0.0	0.0	0.0	0.0	0.0%	0.0%
		4,212.0	3,402.0	340.0	280.0	3,872.0	0.0	0.0	0.0	3,872.0	3,122.0	91.9%	91.8%
		195.0	0.0	13.0	0.0	182.0	21,322.0	0.0	0.0	182.0	0.0	93.3%	0.0%
		17,796.0	22,397.0	1,145.0	1,075.0	16,651.0	9,223.0	0.0	0.0	16,651.0	21,322.0	93.6%	95.2%
		1,884.0	9,466.0	59.0	243.0	1,825.0	790.0	0.0	0.0	1,825.0	9,223.0		
		413.0	0.0			1171				408.0	0.0		

Talented														
Migrant	136,880.0	796.0	0.0	5.0	6.0	408.0	0.0	138,135.0	129,748.0	790.0	0.0	96.9%	97.4%	
Homeless Status		143,722.0		0.0	0.0	129,748.0				138,135.0		98.8%	99.2%	
Unaccompanied Youth				9,606.0	5,587.0							0.0%	0.0%	
Early Reading Indicator												94.8%	96.1%	

Demographics Strengths

Jordan has very little turn over on teachers. This has allowed the campus to maintain consistency and build a strong foundation for the students in K-2nd. Setting the foundation for the students in K-2 is important for the success Jordan has had in grades 3-5. Our attendance zone is growing as Betenbough and other builders continue to build more homes. The consistency and expectations set for students and staff helps create a successful learning environment for students.

Student Achievement

Student Achievement Summary

SCHOOL OVERVIEW 2018-19

C

73 out of 100

This shows how well this school prepared students for success, both in school and after high school in college, a career, or the military.

Tell Me More

CHANGE OVER TIME

Met StandardC
70 out of 100 2017-18
73 out of 100 2018-19

This shows how overall performance at the school has changed over time.

STUDENT ACHIEVEMENT

C

75 out of 100

SCHOOL PROGRESS

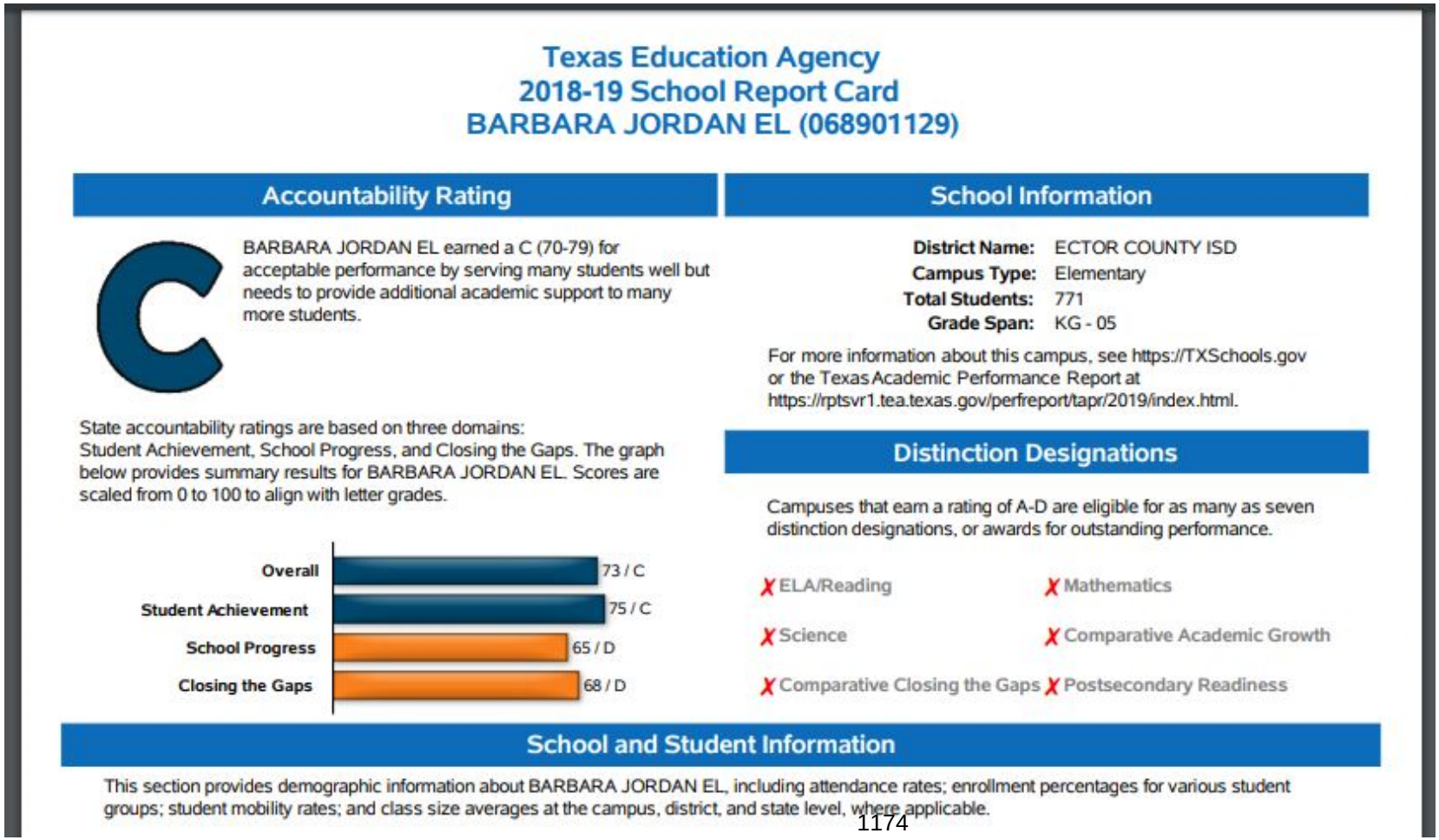
D

65 out of 100

CLOSING THE GAPS

D

68 out of 100



Texas Education Agency
2018-19 School Report Card
BARBARA JORDAN EL (068901129)

Accountability Rating

C

BARBARA JORDAN EL earned a C (70-79) for acceptable performance by serving many students well but needs to provide additional academic support to many more students.

State accountability ratings are based on three domains: Student Achievement, School Progress, and Closing the Gaps. The graph below provides summary results for BARBARA JORDAN EL. Scores are scaled from 0 to 100 to align with letter grades.

School Information

District Name: ECTOR COUNTY ISD
Campus Type: Elementary
Total Students: 771
Grade Span: KG - 05

For more information about this campus, see https://TXSchools.gov or the Texas Academic Performance Report at https://rptsvr1.tea.texas.gov/perfreport/tapr/2019/index.html.

Distinction Designations

Campuses that earn a rating of A-D are eligible for as many as seven distinction designations, or awards for outstanding performance.

✗ ELA/Reading
✗ Mathematics
✗ Science
✗ Comparative Academic Growth
✗ Comparative Closing the Gaps
✗ Postsecondary Readiness

School and Student Information

This section provides demographic information about BARBARA JORDAN EL, including attendance rates; enrollment percentages for various student groups; student mobility rates; and class size averages at the campus, district, and state level, where applicable.

	Campus	District	State
Attendance Rate (2017-18)	95.8%	93.5%	95.4%
Enrollment by Race/Ethnicity			
African American	4.0%	3.9%	12.6%
Hispanic	64.7%	76.3%	52.6%
White	25.3%	17.3%	27.4%
American Indian	0.5%	0.3%	0.4%
Asian	2.5%	0.9%	4.5%
Pacific Islander	0.4%	0.3%	0.2%
Two or More Races	2.6%	1.1%	2.4%
Enrollment by Student Group			
Economically Disadvantaged	41.2%	56.4%	60.6%
English Learners	21.9%	18.6%	19.5%
Special Education	7.9%	8.6%	9.6%

	Campus	District	State
Class Size Averages by Grade or Subject			
Elementary			
Kindergarten	21.6	20.2	18.9
Grade 1	19.8	21.0	18.8
Grade 2	20.0	20.0	18.7
Grade 3	20.0	19.9	18.9
Grade 4	22.0	20.4	19.2
Grade 5	20.8	22.6	21.2

Student Achievement Strengths

The student achievement was 75 overall. As a campus 75% of our students are approaching, meeting or mastering the STAAR test.

are maintaining performance or improving from year to year.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
STAAR Performance Rates at Approaches Grade Level or Above (All Grades Tested)												
All Subjects	2019	78%	63%	**79%**	77%	79%	77%	*	100%	*	89%	77%
	2018	77%	63%	**77%**	76%	75%	82%	*	100%	-	88%	73%
ELA/Reading	2019	75%	61%	**82%**	71%	82%	80%	*	100%	*	100%	78%
	2018	74%	60%	**79%**	89%	76%	80%	*	100%	-	100%	74%
Mathematics	2019	82%	67%	**83%**	79%	83%	82%	*	100%	*	89%	83%
	2018	81%	67%	**81%**	67%	79%	86%	*	100%	-	100%	76%
Writing	2019	68%	52%	**65%**	60%	71%	44%	*	*	-	100%	68%
	2018	66%	52%	**68%**	60%	64%	78%	-	*	-	*	67%
Science	2019	81%	69%	**76%**	100%	69%	96%	-	*	-	*	67%
	2018	80%	71%	**72%**	*	68%	83%	-	*	-	*	67%
STAAR Performance Rates at Meets Grade Level or Above (All Grades Tested)												
All Subjects	2019	50%	32%	**43%**	44%	41%	44%	*	76%	*	52%	38%
	2018	48%	31%	**39%**	44%	35%	45%	*	92%	-	53%	36%
ELA/Reading	2019	48%	32%	**47%**	50%	45%	47%	*	80%	*	50%	45%
	2018	46%	31%	**42%**	56%	37%	48%	*	89%	-	57%	37%
Mathematics	2019	52%	32%	**44%**	29%	44%	42%	*	80%	*	56%	38%
	2018	50%	30%	**42%**	33%	39%	45%	*	100%	-	57%	38%
Writing	2019	38%	23%	**29%**	40%	34%	14%	*	*	-	60%	24%
	2018	41%	27%	**34%**	60%	29%	39%	-	*	-	*	38%

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Science	2019	54%	36%	**44%**	67%	30%	79%	-	*	-	*	35%
	2018	51%	36%	**27%**	*	22%	35%	-	*	-	*	24%
STAAR Performance Rates at Masters Grade Level (All Grades Tested)												
All Subjects	2019	24%	12%	**19%**	13%	16%	23%	*	40%	*	33%	18%
	2018	22%	11%	**16%**	12%	14%	19%	*	35%	-	29%	16%
ELA/Reading	2019	21%	11%	**22%**	29%	18%	26%	*	40%	*	50%	19%
	2018	19%	10%	**22%**	11%	19%	28%	*	33%	-	43%	21%
Mathematics	2019	26%	13%	**20%**	7%	21%	17%	*	40%	*	22%	22%
	2018	24%	11%	**17%**	22%	15%	18%	*	22%	-	29%	18%
Writing	2019	14%	6%	**5%**	0%	2%	8%	*	*	-	20%	7%
	2018	13%	6%	**7%**	0%	5%	6%	-	*	-	*	4%
Science	2019	25%	12%	**21%**	0%	10%	54%	-	*	-	*	13%
	2018	23%	11%	**4%**	*	4%	0%	-	*	-	*	6%
Academic Growth Score (All Grades Tested)												
Both Subjects	2019	69	61	**62**	72	63	52	*	85	-	77	64
	2018	69	63	**60**	67	59	63	-	66	-	67	65
ELA/Reading	2019	68	63	**61**	67	62	52	*	90	-	94	63
	2018	69	64	**64**	58	62	66	-	88	-	*	63
Mathematics	2019	70	60	**62**	78	64	53	*	80	-	57	65
	2018	70	63	**57**	75	55	59	-	44	-	*	67

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Domain 2 Academic Growth was 65 overall which does not meet expectations. **Root Cause:** Lack of student progress from 3rd to 4th grades. The campus has not gone far enough with the data provided to see the areas that are in need of focus to to improve student growth

School Culture and Climate

School Culture and Climate Summary

Jordan had a population of 853 students with 53 teachers, 6 aides, 3 Special Education teachers, 1 Dyslexia teacher, 3 full time office staff, 1 full-time nurse, 5 custodians, 1 principal and 2 assistant principal. Jordan is rated as Met Standard

Student Information	Campus Count	Campus Percent	District	State
Total Students	771	100.0%	33,159	5,416,400
Students by Grade:				
Early Childhood Education	0	0.0%	0.1%	0.3%
Pre-Kindergarten	0	0.0%	4.9%	4.4%
Kindergarten	143	18.5%	7.7%	6.9%
Grade 1	121	15.7%	8.0%	7.1%
Grade 2	109	14.1%	7.5%	7.2%
Grade 3	126	16.3%	7.7%	7.3%
Grade 4	142	18.4%	8.1%	7.6%
Grade 5	130	16.9%	7.9%	7.7%
Grade 6	0	0.0%	7.9%	7.7%
Grade 7	0	0.0%	7.2%	7.5%
Grade 8	0	0.0%	7.1%	7.5%
Grade 9	0	0.0%	8.1%	8.1%
Grade 10	0	0.0%	6.8%	7.4%
Grade 11	0	0.0%	5.8%	6.9%
Grade 12	0	0.0%	5.2%	6.5%
Ethnic Distribution:				
African American	31	4.0%	3.9%	12.6%
Hispanic	499	64.7%	76.3%	52.6%
White	195	25.3%	17.3%	27.4%
American Indian	4	0.5%	0.3%	0.4%
Asian	19	2.5%	0.9%	4.5%
Pacific Islander	3	0.4%	0.3%	0.2%
Two or More Races	20	2.6%	1.1%	2.4%
Economically Disadvantaged	318	41.2%	56.4%	60.6%
Non-Educationally Disadvantaged	453	58.8%	43.6%	39.4%
Section 504 Students	5	0.6%	0.7%	6.5%
English Learners (EL)	169	21.9%	18.6%	19.5%
Students w/ Disciplinary Placements (2017-18)	1	0.1%	2.0%	1.4%
Students w/ Dyslexia	11	1.4%	2.8%	3.6%
At-Risk	315	40.9%	57.4%	50.1%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	61			
By Type of Primary Disability				
Students with Intellectual Disabilities	13	21.3%	45.8%	42.4%
Students with Physical Disabilities	35	57.4%	29.6%	21.9%
Students with Autism	8	13.1%	8.1%	13.7%

Students with Behavioral Disabilities	5	8.2%	14.7%	20.6%
Students with Non-Categorical Early Childhood	0	0.0%	1.9%	1.4%
Mobility (2017-18):				
Total Mobile Students	52	7.5%	18.5%	15.4%

School Culture and Climate Strengths

Jordan staff includes 15 teachers that have 20+ years of experience. Jordan also has 10 teachers who have between 11-20 years of experience. The knowledge and experience of our veteran teachers exemplify the succes of students on our campus.

Staff Information	Count/Average	Percent	District	State
Total Staff	57.3	100.0%	100.0%	100.0%
Professional Staff:	54.3	94.8%	66.8%	64.1%
Teachers	48.2	84.1%	52.4%	49.8%
Professional Support	4.1	7.2%	10.8%	10.1%
Campus Administration (School Leadership)	2.0	3.5%	3.1%	3.0%
Educational Aides:	3.0	5.2%	6.1%	10.3%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	31.0	4,414.0
Part-time	0.0	n/a	1.0	572.0
Counselors				
Full-time	1.0	n/a	82.0	12,433.0
Part-time	0.0	n/a	2.0	1,097.0
Total Minority Staff:	21.9	38.1%	56.3%	50.4%
Teachers by Ethnicity and Sex:				
African American	0.9	1.9%	4.9%	10.6%
Hispanic	18.9	39.1%	41.1%	27.7%
White	28.4	58.9%	51.6%	58.4%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	0.0	0.0%	1.1%	1.7%
Pacific Islander	0.0	0.0%	0.1%	0.2%
Two or More Races	0.0	0.0%	1.1%	1.1%
Males	4.2	8.8%	22.1%	23.8%

Females	43.9	91.2%	77.9%	76.2%
Teachers by Highest Degree Held:				
No Degree	1.0	2.1%	5.2%	1.4%
Bachelors	36.4	75.5%	71.5%	73.6%
Masters	10.8	22.5%	22.7%	24.3%
Doctorate	0.0	0.0%	0.6%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	5.9	12.2%	12.9%	7.0%
1-5 Years Experience	11.0	22.7%	32.7%	28.9%
6-10 Years Experience	7.0	14.5%	15.6%	19.0%
11-20 Years Experience	9.4	19.5%	21.9%	29.3%
Over 20 Years Experience	15.0	31.1%	16.9%	15.7%
Number of Students per Teacher	16.0	n/a	17.3	15.1

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Student overall growth is not reaching the standards set by state. **Root Cause:** All stakeholders have not embraced the growth mindset for the school

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

ECISD utilizes a variety of recruiting strategies to grow staff; including, alternative certification programs, college fairs, Odessa Pathways and intrastate teacher fairs. Additionally, the district posts available positions on a variety of websites. ECISD undergoes a hiring process which ensures that candidates are credentialed for the positions they are seeking. Professional development provides staff with the tools needed to intervene and enrich the learning of all subgroups. Retention strategies include longevity pay, stipends for special program areas, and stipends for education beyond position requirement. Finally, the district uses staff recognition programs in conjunction with other retention strategies.

Staff Information	**Count/Average**	**Percent**		
Total Staff	57.3	100.0%	100.0%	100.0%
Professional Staff:	54.3	94.8%	66.8%	64.1%
Teachers	48.2	84.1%	52.4%	49.8%
Professional Support	4.1	7.2%	10.8%	10.1%
Campus Administration (School Leadership)	2.0	3.5%	3.1%	3.0%
Educational Aides:	3.0	5.2%	6.1%	10.3%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	31.0	4,414.0
Part-time Counselors	0.0	n/a	1.0	572.0
Full-time	1.0	n/a	82.0	12,433.0
Part-time	0.0	n/a	2.0	1,097.0
Total Minority Staff:	21.9	38.1%	56.3%	50.4%
Teachers by Ethnicity and Sex:				
African American	0.9	1.9%	4.9%	10.6%
Hispanic	18.9	39.1%	41.1%	27.7%
White	28.4	58.9%	51.6%	58.4%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	0.0	0.0%	1.1%	1.7%
Pacific Islander	0.0	0.0%	0.1%	0.2%
Two or More Races	0.0	0.0%	1.1%	1.1%

Staff Information	Count/Average	Percent		
Males	4.2	8.8%	22.1%	23.8%
Females	43.9	91.2%	77.9%	76.2%
Teachers by Highest Degree Held:				
No Degree	1.0	2.1%	5.2%	1.4%
Bachelors	36.4	75.5%	71.5%	73.6%
Masters	10.8	22.5%	22.7%	24.3%
Doctorate	0.0	0.0%	0.6%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	5.9	12.2%	12.9%	7.0%
1-5 Years Experience	11.0	22.7%	32.7%	28.9%
6-10 Years Experience	7.0	14.5%	15.6%	19.0%
11-20 Years Experience	9.4	19.5%	21.9%	29.3%
Over 20 Years Experience	15.0	31.1%	16.9%	15.7%
Number of Students per Teacher	16.0	n/a	17.3	15.1

Staff Quality, Recruitment, and Retention Strengths

The retention rate of staff at Jordan is 65%. Jordan uses PLCs, birthday luncheons and celebrations for all staff members. Jordan has developed a family atmosphere for the staff members. The amount of years staff members have remained at Jordan shows the investment they have in the campus.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: There is not a large applicant pool to choose from in ECISD **Root Cause:** The lack of affordable housing, cost of living and availability of higher paying jobs in private sector has limited applicants for ECISD.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Jordan follows the district scope and sequence for all subject areas. Students are assessed on the STAAR, unit test, running records, fluency folders and campus/teacher made assessments. Teachers will set aside time to provide small group intervention and close gaps. Part time tutors will be hired to work with small groups of students who have larger gaps. Teachers will set SMART goals to address gaps and needs in student learning based on assessments given. These goals are revisited throughout the year to check on progress and may be adjusted as needed. Jordan follows the ECISD RTI process to ensure that students are receiving intervention and documentation will be provided.

Curriculum, Instruction, and Assessment Strengths

Jordan will use PLCs to use Know and Shows to gain a deeper understanding of student understanding and misunderstanding of concepts. Teachers will lesson plan together and focus on student outcomes with the DDI process.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Lack of teacher and administration understanding of student learning outcomes. **Root Cause:** Lack of training and follow up at district and campus level. Implementation of Relay will be a large component for teacher and administration with this process.

Parent and Community Engagement

Parent and Community Engagement Summary

Jordan provided several opportunities throughout the year for parents to attend and learn concepts with their students through vertical nights. Jordan host Reading, Math, and Science Fair nights for parents. Kinder parents participate in celebrating reading. Jordan has face-to-face parent conferences to share student progress, we have informational meetings for struggling students and parent participate in RTI process. The parents also help with Field day and Fall Festival. Jordan makes home visits, Hockey nights, attendance meeting, VIPS luncheon, awards assemblies, and parent partners to encourage student success.

Parent and Community Engagement Strengths

Jordan works with parents to help celebrate student success along with working together to close gaps. The involvement between the campus, parents and community has helped with student's success. The Jordan PTA and VIPS are vital members of the campus.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Parental involvement is lower then expected. **Root Cause:** Poor communication from the campus and planning by the campus to involve parents.

School Context and Organization

School Context and Organization Summary

Jordan goals are aligned to the ECISD goals and we follow all district initiatives. Grade level PLCs meet weekly. CIT will meet four times during the year to evaluate our progress. The campus is looking to be 1:1 with student devices during 2020 school year.

School Context and Organization Strengths

CIT is involved in the school goals and planning. PLCs strengthen individual teachers, grade levels and the school as a whole. Jordan has student VIPS and self-managers. There are teachers from every grade level on a leadership team.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Students score below expectations in Domain 2 of student growth. **Root Cause:** Lack of focused data desegregation and feedback

Technology

Technology Summary

Equipment:

Jordan Smartboards, document cameras and projectors in all of the classrooms. The classes at Jordan utilize on 9- lock and charge that contains 30 laptops. The Jordan library currently has 4 working computers and 25 iPad for students. Jordan teachers have individual teacher laptops. Jordan purchased 2 sets of Google Expedition googles for the students to use while they are learning.

Program:

Jordan provides software for students to utilize at school and at home. In school, students have either in school or at home access to: Flocabulary, Imagine Literacy and Math, Brainpop, Brainpop jr., Bookflix, Brainchild, Education City, Accelerated Reader components, and currently gained access to Myon.

Teachers use the Imagine Reading and Math, Classworks, Eduphoria, and Accelerated Reader information to help assist with target instruction for students.

Technology Strengths

Jordan students have access to computers during the day whether in the classroom or library.

Problem Statements Identifying Technology Needs

Problem Statement 1: Lack of 1:1 technology for students. **Root Cause:** School budget lacks funding for 1:1 technology.

Priority Problem Statements

Goals

Goal 1: Foundational Excellence: ECISD will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 1: Student attendance will increase from 95.2% in 2019-2020 to 96.2% in 2020-2021

Strategy 1: Jordan Elementary will have monthly attendance incentives per grade level to improve attendance

Strategy's Expected Result/Impact: To increase attendance to 96.2

Staff Responsible for Monitoring: Administration, teachers, attendance clerk and counselor

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: None

TEA Priorities: Improve low-performing schools

Funding Sources: None

ESF Levers: Lever 3: Positive School Culture

Comprehensive Support Strategy

Formative	Summative
Oct	May
Jan	
Mar	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 2: Jordan will provide an environment to meet the educational needs of all learners.

Evaluation Data Sources: Student, parent and staff surveys

Summative Evaluation: None

Strategy 1: Students, parents and staff will be surveyed multiple times during the school year on school overall performance

Strategy's Expected Result/Impact: Input from stakeholders to help shape and form school environment.

Staff Responsible for Monitoring: Administration and office staff

Title I Schoolwide Elements: 2.6, 3.1, 3.2

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: Lever 3: Positive School Culture

Formative	Summative
Oct	May
Jan	
Mar	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 3: Jordan will provide differentiated processes for priority classrooms/students.

Evaluation Data Sources: PLCs, MAP testing, Formative, summative assessments.

Summative Evaluation: None

Strategy 1: By using Data Driven Instruction to look at all students needs at their level.		
Strategy's Expected Result/Impact: Improved student growth for school year **Staff Responsible for Monitoring:** Administration, teachers **Title I Schoolwide Elements:** 2.4, 2.6 **TEA Priorities:** Improve low-performing schools **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Problem Statements:** None **Funding Sources:** None	**Formative** **Oct** **Jan** **Mar** **Summative** **May**
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue	

Performance Objective 4: Jordan will embed technology for anytime, anywhere teaching and learning.

Evaluation Data Sources: PLCs, Google Classroom usage, Seesaw

Summative Evaluation: None

Strategy 1: Using technology to leverage learning for students, teachers and staff.

Strategy's Expected Result/Impact: To be 1:1 on devices for students. Teachers to utilize all district approved programs and platforms to increase technology use.

Staff Responsible for Monitoring: Administration

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: None

TEA Priorities: Improve low-performing schools

Funding Sources: None

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Formative	Summative
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Mar	May

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 5: Jordan will follow the district's rigorous, relevant and engaging curriculum.

Evaluation Data Sources: PLCs, lesson plans, student assessments

Summative Evaluation: None

Strategy 1: PLCs, staff meetings, online training to educate staff on the curriculum and expectations.

Strategy's Expected Result/Impact: Staff will follow district curriculum which will create consistency across the entire school district for teachers and students.

Staff Responsible for Monitoring: Administration

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Formative	Summative
Oct	
Jan	
Mar	May

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 6: Jordan will develop the Adult collective understanding and shared vision of Social Emotional Learning (SEL) that creates systemic change where SEL can thrive.

Evaluation Data Sources: Students social and emotional well being

Summative Evaluation: None

Strategy 1: Students will learn strategies to become healthy with their social, emotional and academic learning. The counselor will provide weekly lessons for teachers to help our students

Strategy's Expected Result/Impact: More prepared students socially, emotionally and academically.

Staff Responsible for Monitoring: All staff

Title I Schoolwide Elements: 2.5

TEA Priorities: None

ESF Levers: None

Problem Statements: None

Funding Sources: None

Formative	Summative
Oct	
Jan	
Mar	May

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 7: ECISD will develop and implement systems and supports for students and families that promote recovery and resiliency.

Evaluation Data Sources: Parent surveys, student surveys, parent/teacher conferences.

Summative Evaluation: None

Performance Objective 8: Jordan will provide a safe and supportive school environment.

Evaluation Data Sources: Training, surveys and evaluation of overall campus environment. Following district programs Champs/PBIS and Unconscious Bias.

Summative Evaluation: None

Strategy 1: All staff will receive training for campus health and safety, including safety and security drills, COVID -19 hygiene procedures and all building procedures.

Strategy's Expected Result/Impact: Staff and students will be prepared for situations and the proper response to situations

Staff Responsible for Monitoring: All staff

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

Formative
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Strategy 2: Jordan will follow Champs/PBIS and administration will be TBSI trained

Strategy's Expected Result/Impact: Lower discipline referrals

Staff Responsible for Monitoring: All staff

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

Formative
Oct
Jan
Mar
Summative
May

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 9: Jordan will continue to seek parental and community partnerships that promote excellence in our schools.

Evaluation Data Sources: Parent meetings, surveys for parents and community. Collaboration with parents and community partners for family nights, school beautification and student rewards for growth and attendance.

Summative Evaluation: None

Strategy 1: Jordan will use social media, parent link, school wide communication system to reach parents.

Strategy's Expected Result/Impact: More informed parents of school activities

Staff Responsible for Monitoring: Administration

Title I Schoolwide Elements: 3.2

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: Lever 3: Positive School Culture

Formative	Summative
Oct	May
Jan	
Mar	

No Progress Accomplished Continue/Modify Discontinue

Goal 2: Invest in Talent: Jordan will develop and retain highly-effective individuals who are invested in looking at tomorrow to inform their practices today.

Performance Objective 1: Jordan will have a staff retention rate of 100%.

Evaluation Data Sources: Retention rate, surveys

Summative Evaluation: None

Strategy 1: Jordan will create positive incentives for teachers and staff with team building and timely professional development using After the Bells and PLCs.

Strategy's Expected Result/Impact: Improved staff retention

Staff Responsible for Monitoring: Administration

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

Formative	Summative
Oct	
Jan	
Mar	May

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 3: Learning Journey: Jordan will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. Jordan will equip students to be adaptable in an ever-changing society.

Performance Objective 1: Jordan will increase the number of MEETS standard on all STAAR assessments from 43% to 55% by May 2021

Evaluation Data Sources: STAAR , DBAs

Summative Evaluation: None

Strategy 1: PLCs will focus on student learning outcomes by focusing on KNOW AND SHOWS and Data Driven Instruction for all students.

Strategy's Expected Result/Impact: Increasing teacher and student understanding of expected learning outcomes

Staff Responsible for Monitoring: Administration and teachers

Title I Schoolwide Elements: 2.4

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Formative	Summative
Oct	
Jan	
Mar	May

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 2: The number of Jordan students reading on grade level will increase in K-5 by 5% from Beginning of Year assessment to the End of Year assessment.

Targeted or ESF High Priority

Evaluation Data Sources: MAP, Imagine literacy

Summative Evaluation: None

Strategy 1: All students will be assessed and monitored during school year. Those below expectations will receive further reteaching and smaller group intervention.

Strategy's Expected Result/Impact: Increase in student reading growth

Staff Responsible for Monitoring: Administration and teachers

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: None

TEA Priorities: Build a foundation of reading and math

Funding Sources: None

ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Formative	Summative
Oct	
Jan	
Mar	May

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 3: Jordan students achieving the MEETS standard on STAAR in Math will increase by the following:
3rd grade math from 53% to 60%
4th grade math from 43% to 50%
5th grade math from 38% to 50%

Evaluation Data Sources: STAAR 2021

Summative Evaluation: None

Strategy 1: Teachers and students will use data trackers to check student growth. Using this information to drive instruction and also have student's involved in their growth process.

Strategy's Expected Result/Impact: Students and teachers have a better understanding of areas of need.

Staff Responsible for Monitoring: Teachers, students and administration

Title I Schoolwide Elements: 2.4, 2.6

Problem Statements: None

TEA Priorities: Improve low-performing schools

Funding Sources: None

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Formative	
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Summative	
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Strategy 2: Teachers and staff will attend weekly PLCs to look at student data and plan. The planning will be used to understand when students do not understand a concept or to extend the learning when it is understood.

Strategy's Expected Result/Impact: Increased awareness of student learning expectations and areas that need focus

Staff Responsible for Monitoring: Teachers, Administration

Title I Schoolwide Elements: 2.4

Problem Statements: None

TEA Priorities: Improve low-performing schools

Funding Sources: None

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 4: Jordan students achieving the MEETS standard on STAAR in Reading will increase by the following:
3rd grade reading from 59% to 65%
4th grade reading from 38% to 45%
5th grade reading from 45% to 55%

Evaluation Data Sources: STAAR 2021

Summative Evaluation: None

Strategy 1: Teachers and students will use data trackers to check student growth. Using this information to drive instruction and also have student's involved in their growth process.

Strategy's Expected Result/Impact: Students and teachers have a better understanding of areas of need.

Staff Responsible for Monitoring: Teachers, students and administration

Title I Schoolwide Elements: 2.4, 2.6

Problem Statements: None

TEA Priorities: Improve low-performing schools

Funding Sources: None

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

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Strategy 2: Teachers and staff will attend weekly PLCs to look at student data and plan. The planning will be used to understand when students do not understand a concept or to extend the learning when it is understood.

Strategy's Expected Result/Impact: Increased awareness of student learning expectations and areas that need focus

Staff Responsible for Monitoring: Teachers, Administration

Title I Schoolwide Elements: 2.4

Problem Statements: None

TEA Priorities: Improve low-performing schools

Funding Sources: None

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

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No Progress Accomplished Continue/Modify Discontinue

Campus Funding Summary

Addendums

Ector County Independent School District

Lamar Early Education Center

Improvement Plan

2020-2021

Mission Statement

The mission of the Lamar Early Education Center faculty is to provide a safe, nurturing, child-centered environment that fosters a love of learning in collaboration with parents and the community.

Vision

It is our vision at Lamar Early Education Center that all students will feel loved, respected, and encouraged to develop to their fullest potential.

Value Statement

* We value the development of the whole child.

* We value a safe, supportive, and caring learning environment.

* We value respect, honesty, and integrity.

* We value the pursuit of excellence.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

The demographics at Lamar for 2019-2020 are as follows:

African American - .7%

Hispanic - 87.1%

White - 10.9%

American Indian - 0%

Asian - 0.2%

Pacific Islander 0%

Two or more races - 1.3%.

Economically Disadvantaged - 97.1%

Bilingual - 30.4%

Special Education - 8.9%

Attendance for 2019-2020-91.9%

Our Economically Disadvantaged students create a need to provide our students with assistance in many areas. The students come to us with little preparation for learning Prekindergarten standards. Providing more hands-on type learning and making connections with learning and real life are important. These students come to us unprepared to engage in many developmentally age appropriate activities. This creates a need for basic skill development for our young students and training for their parents.

Demographics Strengths

The following Demographic strengths help our school to be successful.

Parents taking the initiative to enroll their children in Prekindergarten. Children are eager to learn and want to be in school. Teachers and staff work hard to build strong relationships with students and parents. English Language Learners enrolled in a strong bilingual program are At Risk and the Prekindergarten curriculum gives them a good foundation for their education. We have five strong bilingual teachers who work closely with the parents of our bilingual children.

Because Prekindergarten is not required, parents have to take initiative to enroll their students in Prekindergarten. Most do this because they know Prekindergarten will provide their child with a solid foundation for future school success. Prekindergarten students are eager and motivated to learn which makes for a very positive learning environment.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Even though attendance increased one percentage point, attendance continues to be an area of needed growth. **Root Cause:** Lack of serious consideration of and often times commitment to the value of a PK education by families.

Student Achievement

Student Achievement Summary

We saw huge growth in our students during the 2019-2020 school year. At the age of four, our students come to us with various levels of understanding. The BOY Assessment shows what our students have learned at home. There is a wide range of ability levels at the beginning of the year, but we see tremendous growth in all of our students from the beginning of the year. The use of Frog Street Press curriculum, Conscious Discipline Social Emotional Curriculum, Handwriting Without Tears, and best practice activities from Children's Learning Institute are a perfect combination to address all of the Prekindergarten standards.

Circle Scores for 2017-2018, 2018-2019 and BOY 2019 scores for both English and Spanish are included in the addendums.

EOY 2020 Circle Scores are not available due to students not being in school as a result of COVID-19.

Student Achievement Strengths

EOY Results from 2019

English-Rapid Letter Naming: 60% of students are on track Rapid Vocabulary: 69% of students are on track Overall Measure of Phonological Awareness: 71% of students are On Track

Math-75% of students on track

Spanish-Rapid Letter Naming: 84% of students on track Rapid Vocabulary: 53% of students on track Overall Measure of Phonological Awareness: 73% of students On track

Math-87% of students on track

The staff at Lamar EEC
work diligently to implement rigorous developmentally appropriate lessons to meet the needs of the whole child. The lessons include large groups, small groups, and independent learning. The beauty of working with the young child is that they are learning from their entire environment all the time. Every encounter in their environment is new and filled with opportunities for learning.
Students at this age learn by doing, and this stands as the fundamental method of teaching and learning on our campus.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): Students at Lamar have a deficit in oral language and vocabulary development. **Root Cause:** Parents and caregivers do not always understand the importance of language and vocabulary development.

School Culture and Climate

School Culture and Climate Summary

We consider school climate and culture to be of great importance at the Prekindergarten level. The first experience in school must be a positive one where students feel safe. Our school climate is centered around the principles of Conscious Discipline-Relationships, Problem-Solving and Safety.

Our students, as well as parents, are told and shown from the first on campus visit that our job (all Lamar staff) is to keep them safe and their job is to help keep the classroom safe. Lamar is a caring environment where children learn the skills of working with others and how to self-regulate.

Another important piece of the Lamar culture and climate is the strong parent presence in our school. Lamar has many activities that encourage parents to be truly engaged with their children. Parents have the opportunity to be a part of Academic Parent Teacher Teams and utilize the Parent Resource Room.

Panorama Spring Results:

Feedback and Coaching Perceptions of the amount and quality of feedback faculty and staff receive. 75%

Professional Learning Perceptions of the amount and quality of professional growth and learning opportunities available to faculty and staff. 79%

School Climate Perceptions of the overall social and learning climate of the school. 91%

School Leadership Perceptions of the school leadership's effectiveness. 89%

Staff-Family Relationships Perceptions of faculty and staff relationships with the families at their school. 82%

Staff-Leadership Relationships Perceptions of faculty and staff relationships with school leaders. 89%

School Culture and Climate Strengths

Students are happy and excited to come to school because the staff embraces their uniqueness and works to create strong connections with

each student. Effective procedures are in place to ensure that students arrive in class safely and are entrusted to a teacher and/or teaching assistant daily. Students are greeted many times by the adults in the building before they ever reach their classroom.

Parents are welcomed to the school and the staff works hard to develop effective working relationships with the parents.

Parents have commented that they feel welcomed at Lamar.

The Lamar staff celebrates the accomplishments of one another, as well as supports others when difficulties arise.

Lamar is committed to the use of Conscious Discipline to help us create strong connections with others, teach self-regulation skills and assist with student emotional management.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1 (Prioritized): Conscious Discipline is not being implemented and practiced by all teachers to the degree needed for students to gain needed social emotional skills. **Root Cause:** Not all teachers and staff see student misbehavior as a call for help or connection.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Lamar is comprised of 11 General Education classrooms, 5 Bilingual Education classrooms, and 4 Special Education classrooms. We have 7 Special education instructional aides, 11 General Education instructional aides and 5 Bilingual instructional aides.

New teachers are assigned a mentor teacher to provide support and encouragement throughout the school year.

Teachers are put on teams and attend weekly PLC meetings in order to increase staff learning.

Staff quality is also strengthened through the leadership of the Conscious Discipline Action Team and the Lamar CIT

Staff Quality, Recruitment, and Retention Strengths

New teachers at Lamar have a mentor teacher and also receive assistance through PLC meetings and the Lamar New Teacher Academy. Teachers are eager to help new teachers and instructional aides.

There is ongoing Conscious Discipline, Frog Street Press and CLI professional development offered to teachers and assistants throughout the year.

Lamar has teaching assistants that are experienced in working with small groups and supporting the teacher in many different areas of instruction.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Due to our economically disadvantaged population, we need to continue to recruit and retain highly qualified teachers who have a commitment to early education. **Root Cause:** Lack of Early Education teacher and instructional assistant candidates.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

We will continue to use Frog Street Press as our framework and we will use the best practices learned in Circle training, Frog Street Press Literacy Toolkit Training, and Conscious Discipline to address the teaching of the Prekindergarten standards. Our goal is to address the Prekindergarten standards in the most effective and efficient manner possible. Throughout the process, our goal will be to make our teaching developmentally appropriate, hands on, engaging, challenging, and aligned with Texas Prekindergarten guidelines.

Assessment is done through CLI Engage, which is done at the beginning of the year and then again at the end of the year. Students are assessed on the district report card in December, March and May. Bilingual students are also assessed through PreLas. The progress of our students with special needs is assessed through their IEP.

Student learning needs are being met through Independent Learning Centers and Small Group instruction by the teachers and instructional aides. Differentiated instruction and challenging instruction are addressed in the same way. Interventions are addressed during one on one time and in small groups.

Curriculum, Instruction, and Assessment Strengths

Frog Street Press, Conscious Discipline, and CIRCLE are all research-based programs and support developmentally appropriate practice.

The Prekindergarten standards help guide instruction which in turn helps the school to build a strong foundation for students as they prepare for kindergarten.

Instruction at Lamar addresses the needs of the students in a number of ways. Frog Street Press curriculum and Conscious Discipline keeps everyone working within the same framework while allowing for differentiation to meet all students' needs and learning styles.

Children's Learning Institute Engage Assessment will be identified as a strength because of the content.

Conscious Discipline is based on the premises of connection, safety and problem-solving. It addresses the social emotional development of the students as well as self-regulation.

Bilingual teachers are trained in balanced literacy and writing workshop. They use training provided for Bilingual teachers to drive their instruction and we are seeing great results in our bilingual classes.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Students do not have foundational skills to be successful in Prekindergarten. **Root Cause:** The population of students we serve lack educational opportunities, background knowledge and resources.

Parent and Community Engagement

Parent and Community Engagement Summary

Family and Community Involvement will continue to be a priority area at Lamar. This year we will continue our implementation of our Family Ties monthly parent meeting in an effort to engage more parents. We will also be conducting Academic Parent Teacher Team meetings two times this year (once in the fall and once in the Spring). The goal of the meetings is to partner with parents and give them strategies to support their child's education. In addition to the Academic Parent Teacher Team Meetings, parents will have the opportunity to be engaged in Family Game Nights, Block-Fest events, Family Valentine Event, Transportation Parade, Wonder Walk and various other school events throughout the year.

To streamline volunteer records management, we will be using VOLY services. This system will bank our volunteer database, offer online volunteer application features, track and report volunteer hours with areas of service.

The Title 1 parent meetings will be held and we will work on conducting more effective parent surveys throughout the year.

We will publicize and search for Campus Improvement Team parent and community members and LPAC parents. We know the importance of Community involvement on the CIT

This year our school will have the Book Worms program provided by the Education Foundation. Dr. Tara Wilson, Reading Professor from UTPB will partner with us (virtually) in this monthly reading book.

Central Baptist Church will continue to be our partner. They do a lot for our staff and show appreciation for their work. We will work to involve them more in our school to help teachers and work with students.

Parent and Community Engagement Strengths

Prekindergarten is often a parents' first experience with school and they are excited to be a part of the engagement activities on the campus.

In the past we have had great attendance at Open House, Academic Parent Teacher Team Meetings, Family Game Night and the End of Year Celebrations. We will work to get more parents into the building monthly though the implementation of Family Ties.

Our VIP program is very strong and successful. VIP's greet the students, assist in the classrooms and help out in the office as needed.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Lamar does not have parent representation on Campus Improvement Team. **Root Cause:** Lack of understanding of the need for parental voice into campus decisions.

School Context and Organization

School Context and Organization Summary

Lamar is a very fast paced school. In the past Lamar has had two half day programs. Morning and afternoon students were in attendance for 3.5 hours each day.

Our students are a part of a caring, engaging atmosphere. Our students feel safe and enjoy being at school. We teach our students that our job is to keep them safe and their job is to help keep it safe. Conscious Discipline strategies are used throughout our school with students and adults

Our daily schedules vary from class to class, but all teachers are teaching the Frog Street Press curriculum.

We have well thought out schedules and routines. Routines are consistent and our students quickly learn the routines and the expectations. Beginning of the day and end of the day procedures for our parents and students are consistent and everyone seems pleased with our structure and consistency.

Professional Learning Communities are an integral part of our school and they have begun to be used as a means to maximize student learning.

School Context and Organization Strengths

Our organizational strengths are: Strong administrator, teachers and instructional aides who truly care, a strong Prekindergarten curriculum that addresses all of the Prekindergarten standards, a strong office staff that is friendly and helpful to parents, strong award winning VIP program, good processes and procedures in place to help the school run safely and smoothly.

A school family that believes in what we are doing and works to make a difference each day.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1 (Prioritized): PLC's are not consistently used to drive instruction and maximize student learning. **Root Cause:** Teachers lack understanding and experience in the DDI process as it relates to Prekindergarten.

Technology

Technology Summary

On March 16, 2020, Lamar moved all instruction to an online format. Teachers used the existing technology and skills to make this a successful experience for all learners. We utilized Zoom until having to move Google Meets due to privacy issues. Many teachers lacked the technology skills needed to effectively use Google and we had to quickly adjust and learn skills needed. We utilized the free version of Seesaw to assist with student and parent engagement during this time.

The lack of reliable internet posed an issue for some staff and many students.

Existing classroom technology consists of 1 teacher computer, ipads and smart board. Our student computers were outdated and have been removed by the technology department.

Technology Strengths

Lamar teachers have utilized the Teacher Laptop program through the district so they all have access to a laptop. The teachers have a strong desire to grow and develop their technology skills and many have been taking the tech courses offered by the district in addition to working with our technology specialists.

As a campus, Lamar had begun utilizing the paid version of Seesaw as a communication piece for parents.

Problem Statements Identifying Technology Needs

Problem Statement 1 (Prioritized): Skills for providing engaging and effective virtual instruction are lacking. **Root Cause:** Teachers and staff have not had opportunity for quality professional development in this area.

Priority Problem Statements

Problem Statement 1: Students at Lamar have a deficit in oral language and vocabulary development.

Root Cause 1: Parents and caregivers do not always understand the importance of language and vocabulary development.

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: Conscious Discipline is not being implemented and practiced by all teachers to the degree needed for students to gain needed social emotional skills.

Root Cause 2: Not all teachers and staff see student misbehavior as a call for help or connection.

Problem Statement 2 Areas: School Culture and Climate

Problem Statement 3: PLC's are not consistently used to drive instruction and maximize student learning.

Root Cause 3: Teachers lack understanding and experience in the DDI process as it relates to Prekindergarten.

Problem Statement 3 Areas: School Context and Organization

Problem Statement 4: Skills for providing engaging and effective virtual instruction are lacking.

Root Cause 4: Teachers and staff have not had opportunity for quality professional development in this area.

Problem Statement 4 Areas: Technology

Problem Statement 5: Even though attendance increased one percentage point, attendance continues to be an area of needed growth.

Root Cause 5: Lack of serious consideration of and often times commitment to the value of a PK education by families.

Problem Statement 5 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Quantifiable goals for student performance in reading and math PreK-3(HB 3)
- Campus goals
- Quantifiable goals for measures of CCMR(HB 3)
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

Accountability Data

- Local Accountability Systems (LAS) data
- Annual Measurable Achievement Objectives (AMAO) data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- Homeless data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- TTESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Parent Involvement Rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Budgets/entitlements and expenditures data
- Study of best practices
- Other additional data

Goals

Goal 1: Foundational Excellence: Lamar EEC will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 1: Lamar student attendance will increase from 91.9% to 94% by the end of the 2020-2021 school year.

Evaluation Data Sources: District attendance reports

Summative Evaluation: None

Strategy 1: Lamar administrators and staff will discuss importance of regular attendance during Meet the Teacher, through social media and teacher communication app. Classes with highest attendance will ring attendance bell.

Strategy's Expected Result/Impact: Lamar's attendance will increase to 94%

Staff Responsible for Monitoring: Campus Administrators
Counselor
Teachers

Title I Schoolwide Elements: 2.5

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Problem Statements:
Demographics 1

Funding Sources:
None

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Strategy 2: Identify Attendance Committee and conduct regular meetings to monitor and address attendance issues

Strategy's Expected Result/Impact: School-wide attendance will improve

Staff Responsible for Monitoring: Principal
Counselor

Title I Schoolwide Elements: 2.5

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Problem Statements:
Demographics 1

Funding Sources:
None

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No Progress	Accomplished	Continue/Modify	Discontinue

Demographics

Problem Statement 1: Even though attendance increased one percentage point, attendance continues to be an area of needed growth. **Root Cause:** Lack of serious consideration of and often times commitment to the value of a PK education by families.

Performance Objective 2: Lamar will build a school-wide awareness and commitment to develop, implement and integrate SEL initiatives.

Evaluation Data Sources: Number of student referrals

Summative Evaluation: None

Strategy 1: Lamar staff will continue to engage in professional SEL learning and practice through Conscious Discipline coaching.

Strategy's Expected Result/Impact: Staff will develop an understanding that student misbehavior is a call for help of lack of skill development

Staff Responsible for Monitoring: Principal
Counselor
Conscious Discipline Action Team

Title I Schoolwide Elements: 2.6

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Problem Statements:
School Culture and Climate 1

Funding Sources:
Conscious Discipline Coaching Title One School-wide $10,280

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Strategy 2: Lamar Counselor will support student and staff SEL through group and individual counseling sessions

Strategy's Expected Result/Impact: Students' and staff will have tools and strategies to support their social-emotional well-being

Staff Responsible for Monitoring: Counselor
Principal

Title I Schoolwide Elements: None

TEA Priorities: None

ESF Levers: None

Problem Statements:
School Culture and Climate 1

Funding Sources:
None

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Strategy 3: Lamar staff continue to engage in professional Social-Emotional Learning through a staff book study focused on the social emotional development of young children.

Strategy's Expected Result/Impact: Lamar staff will feel empowered to work with students who lack self-regulation skills needed to be successful in school.

Staff Responsible for Monitoring: Administrators
Counselor

Title I Schoolwide Elements: 2.6

TEA Priorities: None

ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture

Problem Statements:
School Culture and Climate 1

Funding Sources:
None

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Strategy 4: Selected staff, counselor and administrators will attend Conscious Discipline Institute.

Strategy's Expected Result/Impact: Staff will learn and develop strategies needed to successfully work with students who are lacking self-regulation skills.

Staff Responsible for Monitoring: Administrators

Title I Schoolwide Elements: 2.6

TEA Priorities: None

ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture

Problem Statements:
School Culture and Climate 1

Funding Sources:
Conscious Discipline Summer Institute Title One School-wide $17,500

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Strategy 5: Lamar staff and administration will participate in the E-Learning Course Building Resiliency: Returning to School in Uncertain Times.

Strategy's Expected Result/Impact: All staff will be empowered to work with students experiencing trauma due to Covid-19 crisis.

Staff Responsible for Monitoring: Administrators
Counselor

Title I Schoolwide Elements: 2.6

TEA Priorities: None

ESF Levers: Lever 3: Positive School Culture

Problem Statements:
School Culture and Climate 1

Funding Sources:
None

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0% No Progress	100% Accomplished	Continue/Modify	Discontinue

School Culture and Climate

Problem Statement 1: Conscious Discipline is not being implemented and practiced by all teachers to the degree needed for students to gain needed social emotional skills.
Root Cause: Not all teachers and staff see student misbehavior as a call for help or connection.

Performance Objective 3: Lamar EEC will provide differentiated processes for students and classrooms

Evaluation Data Sources: Walk-throughs
Lesson Plans

Summative Evaluation: None

Strategy 1: Effective classroom procedures, using the Conscious Discipline MAP (model, add visuals and practice) Program, will be created based on the needs of the students in order to maintain academic learning and support the social-emotional learning of students.

Strategy's Expected Result/Impact: Students will feel safe and successful in school and classroom

Staff Responsible for Monitoring: Principal
Teachers
Counselor

Title I Schoolwide Elements: 2.6

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Problem Statements:
School Culture and Climate 1

Funding Sources:
None

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Strategy 2: Lamar Teachers and Staff will participate in Oral Language/Vocabulary Development training

Strategy's Expected Result/Impact: Teachers will develop effective language and vocabulary development instructional strategies in order to present best practice instruction

Staff Responsible for Monitoring: Administrator

Title I Schoolwide Elements: 2.6

TEA Priorities: None

ESF Levers: None

Problem Statements:
Student Achievement 1

Funding Sources:
Oral Language and Vocabulary Professional Development Title One School-wide $5,500

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Student Achievement

Problem Statement 1: Students at Lamar have a deficit in oral language and vocabulary development. **Root Cause:** Parents and caregivers do not always understand the importance of language and vocabulary development.

School Culture and Climate

Problem Statement 1: Conscious Discipline is not being implemented and practiced by all teachers to the degree needed for students to gain needed social emotional skills.

Root Cause: Not all teachers and staff see student misbehavior as a call for help or connection.

Performance Objective 4: Lamar will embed technology for anytime, anywhere teaching and learning

Evaluation Data Sources: Observations-(Walkthroughs and Virtual)
Seesaw user reports

Summative Evaluation: None

Strategy 1: Lamar will purchase a school-wide license for the Seesaw program that will enable teachers and administrators to implement personalized learning virtually as well as in-person.

Strategy's Expected Result/Impact: Teachers will be able to personalize learning for all students

Staff Responsible for Monitoring: Administrators

Title I Schoolwide Elements: None

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements:
Technology 1

Funding Sources:
Seesaw School-Wide Platform Title One School-wide $1,650

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Strategy 2: Teachers and administrators will do monthly technology professional development.

Strategy's Expected Result/Impact: Teachers will be comfortable and feel confident in their use of new technology.

Staff Responsible for Monitoring: Administrators

Title I Schoolwide Elements: None

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction

Problem Statements:
Technology 1

Funding Sources:
None

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Technology

Problem Statement 1: Skills for providing engaging and effective virtual instruction are lacking. **Root Cause:** Teachers and staff have not had opportunity for quality professional development in this area.

Performance Objective 5: Lamar EEC will provide a safe and supportive school environment

Evaluation Data Sources: Staff and family surveys

Summative Evaluation: None

Strategy 1: Lamar Counselor will provide Social Emotional lessons to classrooms utilizing Conscious Discipline strategies and training

Strategy's Expected Result/Impact: Decrease in Counselor Office visits

Staff Responsible for Monitoring: Principal
Counselor

Title I Schoolwide Elements: None

TEA Priorities: None

ESF Levers: Lever 3: Positive School Culture

Problem Statements:
School Culture and Climate 1

Funding Sources:
None

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Strategy 2: Lamar Teachers and staff will implement Conscious Discipline strategies of safety, problem-solving and connections.

Strategy's Expected Result/Impact: Increased attendance
Improved academic growth

Staff Responsible for Monitoring: None

Title I Schoolwide Elements: 2.6

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 3: Positive School Culture

Problem Statements:
School Culture and Climate 1

Funding Sources:
None

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Strategy 3: Teachers and staff will participate in team and trust building program-Building an Intentional Legacy in a Diverse World in order to create trust among all team members.

Strategy's Expected Result/Impact: All Lamar staff will feel empowered, valued and trusted

Staff Responsible for Monitoring: Administrator

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: Recruit, support, retain teachers and principals

Funding Sources: Building an Intentional Legacy in a Diverse World training Title One School-wide $10,000

ESF Levers: None

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Strategy 4: All staff will participate in Unconscious Bias training for the 2020-2021 school year.

Strategy's Expected Result/Impact: All staff will become aware of personal biases

Staff Responsible for Monitoring: Administrators
Counselor

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: Lever 2: Effective, Well-Supported Teachers

Formative
Oct
Jan
Mar
Summative
May

Strategy 5: Awareness training for staff, students and parents will be provided in the area of sexual abuse and other maltreatment of children. All new staff will be trained during required new employee training on Darkness to Light, /Stewards of Child prevention program. Counselors will train all staff during on-campus professional development on prevention and reporting requirements. Required child abuse awareness posters for students will be displayed on all campuses.

Strategy's Expected Result/Impact: All staff will be made aware of signs of maltreatment of children.

Staff Responsible for Monitoring: Administrators
Counselor

Title I Schoolwide Elements: 2.4

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

Formative
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Summative
May

No Progress	Accomplished	Continue/Modify	Discontinue

School Culture and Climate

Problem Statement 1: Conscious Discipline is not being implemented and practiced by all teachers to the degree needed for students to gain needed social emotional skills.
Root Cause: Not all teachers and staff see student misbehavior as a call for help or connection.

Goal 2: Invest in Talent: Lamar EEC will recruit, develop and retain highly-effective individuals who are invested in looking at tomorrow to inform their practices today.

Performance Objective 1: Lamar staff retention rate will increase from 87% to 90% in the 2020-2021 school year

Evaluation Data Sources: Staff retention rate at end of the school year

Summative Evaluation: None

Strategy 1: Mentor teachers, new teachers and administrators will meet at least monthly to provide additional support and direction.

Strategy's Expected Result/Impact: New teachers will be supported and continue to be employed in ECISD

Staff Responsible for Monitoring: Principal
Mentor Teachers

Title I Schoolwide Elements: None

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Effective, Well-Supported Teachers

Problem Statements:
School Context and Organization 1

Funding Sources:
None

Formative
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Strategy 2: Lamar will continue to "grow our own pool" of candidates by collaborating with Cheryl Cunningham as a practicum site for Child Guidance Classes

Strategy's Expected Result/Impact: Lamar will have a pool of candidates that have early childhood experiences

Staff Responsible for Monitoring: Principal

Title I Schoolwide Elements: None

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 2: Effective, Well-Supported Teachers

Problem Statements: None

Funding Sources:
None

Formative
Oct
Jan
Mar
Summative
May

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

School Context and Organization

Problem Statement 1: PLC's are not consistently used to drive instruction and maximize student learning. **Root Cause:** Teachers lack understanding and experience in the DDI process as it relates to Prekindergarten.

Performance Objective 2: Lamar will provide high-quality growth opportunities to all staff through campus professional development, outside coaching and conference attendance

Evaluation Data Sources: Walk-throughs
T-Tess observations
Professional Development sign-in sheets

Summative Evaluation: None

Strategy 1: Staff will participate in the Conscious Discipline E-Course, Building Resiliency in Uncertain Times as well as Conscious Discipline Coaching
Selected staff will attend Conscious Discipline Summer Institute
All staff will participate in Family Engagement Training with Frog Street Press Consultant Melissa Williamson

Strategy's Expected Result/Impact: Staff will feel confident in their ability to implement new learning and skills in classrooms

Staff Responsible for Monitoring: Principal

Title I Schoolwide Elements: None

TEA Priorities: None

ESF Levers: None

Problem Statements:
School Culture and Climate 1

Funding Sources:
None

Formative	Summative
Oct	
Jan	
Mar	May

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

School Culture and Climate

Problem Statement 1: Conscious Discipline is not being implemented and practiced by all teachers to the degree needed for students to gain needed social emotional skills.
Root Cause: Not all teachers and staff see student misbehavior as a call for help or connection.

Performance Objective 3: Lamar will offer a job-embedded, personalized professional learning system for teachers.

Evaluation Data Sources: Eduphoria walk-throughs

Summative Evaluation: None

Strategy 1: Each teacher will receive no less than 5 walk-through observations documented in Eduphoria

Strategy's Expected Result/Impact: Improvement in classroom instruction

Staff Responsible for Monitoring: Principal
Assistant Principal

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: Lever 5: Effective Instruction

Formative	Summative
Oct	May
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Mar	

Strategy 2: All staff will set professional goals for themselves

Strategy's Expected Result/Impact: Staff will feel empowered to perform job duties to the best of their ability

Staff Responsible for Monitoring: Administrators

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: Recruit, support, retain teachers and principals

Funding Sources:
None

ESF Levers: None

Formative	Summative
Oct	May
Jan	
Mar	

0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue

Goal 3: Learning Journey: Lamar EEC will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. Lamar will equip students to be adaptable in an ever-changing society.

Performance Objective 1: Lamar will increase the overall phonological awareness CLI score from 70% to 80% by the end of the 2021 school year

Evaluation Data Sources: CLI BOY and EOY Data
Report Card Data Sheets

Summative Evaluation: None

Strategy 1: Letter walls will be utilized in each classroom

Strategy's Expected Result/Impact: Students will show growth in phonological awareness skills

Staff Responsible for Monitoring: Principal
Teachers

Title I Schoolwide Elements: None

TEA Priorities: None

ESF Levers: None

Problem Statements:
Student Achievement 1

Funding Sources:
None

Formative
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Strategy 2: Frog Street Press Morning Message will be conducted daily in each classroom.

Strategy's Expected Result/Impact: Students will show growth in phonological awareness skills

Staff Responsible for Monitoring: Administrators

Title I Schoolwide Elements: 2.4, 2.6

TEA Priorities: None

ESF Levers: None

Problem Statements:
Student Achievement 1

Funding Sources:
None

Formative
Oct
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Summative
May

Strategy 3: Lamar staff will conduct Academic Parent Teacher Team meetings in order to provide parents strategies that can be used to support home learning activities

Strategy's Expected Result/Impact: Parents will feel empowered to help their children at home

Staff Responsible for Monitoring: Principal
Teachers

Title I Schoolwide Elements: None

TEA Priorities: None

ESF Levers: None

Problem Statements:
Student Achievement 1

Funding Sources:
None

Formative
Oct
Jan
Mar
Summative
May

 No Progress Accomplished Continue/Modify Discontinue

Student Achievement

Problem Statement 1: Students at Lamar have a deficit in oral language and vocabulary development. **Root Cause:** Parents and caregivers do not always understand the importance of language and vocabulary development.

Performance Objective 2: Lamar will implement innovative instructional models which enable personalized learning for all students.

Targeted or ESF High Priority

Evaluation Data Sources: Classroom walk-throughs
Lesson Plan Reviews

Summative Evaluation: None

Strategy 1: Strategy: Implement assessment models that ensure teachers and students are able to monitor their learning and growth. Assessment models will include the following: CLI BOY and EOY, Report Card Assessment, Imagine Learning Reading and Math and Aggressive Monitoring

Strategy's Expected Result/Impact: Student achievement improves as teachers, parents and students monitor growth together.

Staff Responsible for Monitoring: Administrator
Teachers

Title I Schoolwide Elements: 2.4

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Problem Statements:
Student Achievement 1

Funding Sources:
None

Formative	Summative
Oct	
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Mar	May

Strategy 2: Campus will continue to implement data-driven Professional Learning Communities (PLCs) working through PK appropriate Know/Show Charts and disaggregating data

Strategy's Expected Result/Impact: Teachers will feel empowered in the PLC process

Staff Responsible for Monitoring: Administrator

Title I Schoolwide Elements: 2.6

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 2: Effective, Well-Supported Teachers

Problem Statements:
School Context and Organization 1

Funding Sources:
None

Formative	Summative
Oct	
Jan	
Mar	May

Strategy 3: Principal will lead and model the Data-Driven PLC process

Strategy's Expected Result/Impact: Teachers will develop and understanding of the DDI PLC process and how it relates to Prekindergarten instruction.

Staff Responsible for Monitoring: Administrators

Title I Schoolwide Elements: 2.6

TEA Priorities: None

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Problem Statements:
School Context and Organization 1

Funding Sources:
None

Formative
Oct
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May

Strategy 4: Teachers and staff will participate in professional development specifically related to providing effective virtual instruction for prekindergarten students.

Strategy's Expected Result/Impact: Teachers will develop the skills needed to effectively teach prekindergarten in a virtual setting.

Staff Responsible for Monitoring: Administrators
Technology specialist

Title I Schoolwide Elements: 2.4

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 5: Effective Instruction

Problem Statements:
Technology 1

Funding Sources:
None

Formative
Oct
Jan
Mar
Summative
May

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Student Achievement

Problem Statement 1: Students at Lamar have a deficit in oral language and vocabulary development. **Root Cause:** Parents and caregivers do not always understand the importance of language and vocabulary development.

School Context and Organization

Problem Statement 1: PLC's are not consistently used to drive instruction and maximize student learning. **Root Cause:** Teachers lack understanding and experience in the DDI process as it relates to Prekindergarten.

Technology

Problem Statement 1: Skills for providing engaging and effective virtual instruction are lacking. **Root Cause:** Teachers and staff have not had opportunity for quality professional development in this area.

Performance Objective 3: ECISD and Lamar EEC will promote SEL for all students across the district and campus

Strategy 1: Lamar teachers and staff will participate in and utilize strategies gained from the Conscious Discipline e-learning course: Building Resiliency in Uncertain Times.

Strategy's Expected Result/Impact: Teachers will be prepared to deal with social emotional needs of all students

Staff Responsible for Monitoring: Administrator
Counselor
Teachers

Title I Schoolwide Elements: None

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Problem Statements:
School Culture and Climate 1

Funding Sources:
Conscious Discipline E-Course Title One School-wide $5,400

Formative	Summative
Oct	
Jan	
Mar	May

 No Progress Accomplished Continue/Modify Discontinue

School Culture and Climate

Problem Statement 1: Conscious Discipline is not being implemented and practiced by all teachers to the degree needed for students to gain needed social emotional skills.
Root Cause: Not all teachers and staff see student misbehavior as a call for help or connection.

Performance Objective 4: Lamar EEC will support parents in their efforts to be effectively engaged with their child's Prekindergarten experience.

Evaluation Data Sources: Parent engagement activity sign-in sheets
Parent surveys

Summative Evaluation: None

Strategy 1: Parents will be offered opportunities to participate in Parent Leadership program provided by the campus

Strategy's Expected Result/Impact: Parents will feel empowered to be effectively engaged in their child's PK education

Staff Responsible for Monitoring: Administrator
Parent Engagement Committee

Title I Schoolwide Elements: 3.2

TEA Priorities: None

ESF Levers: None

Problem Statements:
Student Achievement 1

Funding Sources:
Parent Leadership program provided by Frog Street Press Consultant Title One School-wide $13,750

Formative	Summative
Oct	
Jan	
Mar	May

Strategy 2: Parents will be offered support through Academic Parent Teacher Team Meetings

Strategy's Expected Result/Impact: Parents will feel empowered to support students' learning at home as well have opportunity to create hands-on learning materials for use at home with their child.

Staff Responsible for Monitoring: Administrator
Teachers

Title I Schoolwide Elements: None

TEA Priorities: Build a foundation of reading and math

ESF Levers: None

Problem Statements:
Student Achievement 1

Funding Sources:
Resources and materials for APTT meetings Title One School-wide $2,799

Formative	Summative
Oct	
Jan	
Mar	May

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Student Achievement

Problem Statement 1: Students at Lamar have a deficit in oral language and vocabulary development. **Root Cause:** Parents and caregivers do not always understand the importance of language and vocabulary development.

2020-2021 Campus Improvement Team

Committee Role	Name	Position
Administrator	MaryJane Hutchins	Principal
Administrator	Marsha Bridges	Assistant Principal
Classroom Teacher	Jennifer Merriman	General Ed Teacher
Classroom Teacher	Brooklyn Arias	General Ed Teacher
Classroom Teacher	Kristy Marquez	Special Education Teacher
Classroom Teacher	Elsa Chacon	Bilingual Teacher
Paraprofessional	Samantha Gomez	Teaching Assistant
Classroom Teacher	Dusty Rice	Special Education Teacher

Campus Funding Summary

Title One School-wide					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	1	Conscious Discipline Coaching		$10,280.00
1	2	4	Conscious Discipline Summer Institute		$17,500.00
1	3	2	Oral Language and Vocabulary Professional Development		$5,500.00
1	4	1	Seesaw School-Wide Platform		$1,650.00
1	5	3	Building an Intentional Legacy in a Diverse World training		$10,000.00
3	3	1	Conscious Discipline E-Course		$5,400.00
3	4	1	Parent Leadership program provided by Frog Street Press Consultant		$13,750.00
3	4	2	Resources and materials for APTT meetings		$2,799.00
				Sub-Total	$66,879.00
				Grand Total	$66,879.00

Addendums

TSDS PEIMS ATTENDANCE RATES COMPARISON BY ETHNICITY, GENDER, AND SPECIAL POPULATION

Campus-level Data
Campuses: ALL
2019 - 2020 Summer Collection, Resubmission

EA: 068901 - ECTOR COUNTY ISD
Campus: 068901115 - LAMAR EARLY EE-KG

	Days Membership		Total Days Absent		Total Days Present		Total Ineligible Days		Total Eligible Days		Attendance Rate	
	2018 - 2019	2019 - 2020	2018 - 2019	2019 - 2020	2018 - 2019	2019 - 2020	2018 - 2019	2019 - 2020	2018 - 2019	2019 - 2020	2018 - 2019	2019 - 2020
Campus	49,005.5	46,489.5	4,314.0	2,689.0	44,691.5	43,800.5	7,633.0	781.0	37,058.5	43,019.5	91.2%	94.2%
Ethnicity												
Hispanic/Latino	39,697.5	40,272.0	3,503.5	2,301.5	36,194.0	37,970.5	5,010.5	624.0	31,183.5	37,346.5	91.2%	94.3%
American Indian or Alaska	83.0	0.0	10.5	0.0	72.5	0.0	72.5	0.0	0.0	0.0	87.3%	0.0%
Asian	249.0	83.0	13.0	2.5	236.0	80.5	164.0	0.0	72.0	80.5	94.8%	97.0%
Black or African American	772.5	418.5	88.5	40.5	684.0	378.0	0.0	0.0	684.0	378.0	88.5%	90.3%
Hawaiian or Other Pacific	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0%	0.0%
White	7,519.5	5,013.5	634.0	303.0	6,885.5	4,710.5	2,155.0	0.0	4,730.5	4,710.5	91.6%	94.0%
Two or More Races	684.0	702.5	64.5	41.5	619.5	661.0	231.0	157.0	388.5	504.0	90.6%	94.1%
Total	49,005.5	46,489.5	4,314.0	2,689.0	44,691.5	43,800.5	7,633.0	781.0	37,058.5	43,019.5	91.2%	94.2%
Gender												
Male	25,706.5	24,399.0	2,230.0	1,342.5	23,476.5	23,056.5	3,774.0	624.0	19,702.5	22,432.5	91.3%	94.5%
Female	23,299.0	22,090.5	2,084.0	1,346.5	21,215.0	20,744.0	3,859.0	157.0	17,356.0	20,587.0	91.1%	93.9%
Total	49,005.5	46,489.5	4,314.0	2,689.0	44,691.5	43,800.5	7,633.0	781.0	37,058.5	43,019.5	91.2%	94.2%
Special Population												
Special Education	6,169.5	5,821.0	578.0	423.0	5,591.5	5,398.0	0.0	236.0	5,591.5	5,162.0	90.6%	92.7%
Economic Disadvantage	49,005.5	45,249.0	4,314.0	2,633.5	44,691.5	42,615.5	7,633.0	140.0	37,058.5	42,475.5	91.2%	94.2%
LEP	13,536.0	14,255.5	1,002.0	751.0	12,534.0	13,504.5	0.0	0.0	12,534.0	13,504.5	92.6%	94.7%
At Risk	14,057.5	15,650.0	1,057.0	810.5	13,000.5	14,839.5	0.0	0.0	13,000.5	14,839.5	92.5%	94.8%
Gifted and Talented	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0%	0.0%
Migrant	83.0	12.5	4.5	6.5	78.5	6.0	0.0	0.0	78.5	6.0	94.6%	48.0%
Homeless Status	1,882.0	3,030.5	214.0	197.0	1,668.0	2,833.5	132.0	0.0	1,536.0	2,833.5	88.6%	93.5%
Unaccompanied Youth	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0%	0.0%
Early Reading Indicator	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0%	0.0%
Military Connected	0.0	83.0	0.0	5.5	0.0	77.5	0.0	0.0	0.0	77.5	0.0%	93.4%
Foster Care	0.0	8.0	0.0	0.0	0.0	8.0	0.0	0.0	0.0	8.0	0.0%	100.0%
RDSPD	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0%	0.0%
Total	70,676.0	68,459.5	7,169.5	4,016.5	64,563.5	64,443.0	7,765.0	376.0	56,798.5	64,067.0	91.4%	94.1%

NOTE: Detail may not add to totals due to rounding.

TSDS PEIMS DISAGGREGATION OF PEIMS STUDENT DATA

Campus-level Data
Campuses: All Campuses
2019 - 2020 Fall Collection, Accepted Submission

LEA: 068901 - ECTOR COUNTY ISD
Campus: 068901115 - LAMAR EARLY EE-KG

TOTAL ENROLLMENT 563

ENROLLMENT BY GRADE	Count	%Enroll
EARLY EDUCATION	16	2.84%
PRE-KINDERGARTEN	546	96.98%
KINDERGARTEN	1	0.18%
GRADE 1	0	0.00%
GRADE 2	0	0.00%
GRADE 3	0	0.00%
GRADE 4	0	0.00%
GRADE 5	0	0.00%
GRADE 6	0	0.00%
GRADE 7	0	0.00%
GRADE 8	0	0.00%
GRADE 9	0	0.00%
GRADE 10	0	0.00%
GRADE 11	0	0.00%
GRADE 12	0	0.00%
TOTAL	563	100.00%

ENROLLMENT BY SEX	Count	%Enroll
MALE	296	52.58%
FEMALE	267	47.42%
TOTAL	563	100.00%

ADA ELIGIBILITY	Count	%Enroll
"0" ENROLLED, NOT IN MEMBERSHIP	10	1.78%
"1" ELIGIBLE FOR FULL DAY	4	0.71%
"2" ELIGIBLE FOR HALF DAY	542	96.27%
"3" TRANSFER FOR FULL DAY	0	0.00%
"4" INELIGIBLE FOR FULL DAY	3	0.53%
"5" INELIGIBLE FOR HALF DAY	4	0.71%
"6" TRANSFER FOR HALF DAY	0	0.00%
"7" ELIGIBLE FLEX ATND	0	0.00%
"8" INELIGIBLE FLEX ATND	0	0.00%
TOTAL	563	100.00%

	Count	%Enroll
LEP	167	29.66%
IMMIGRANT	0	0.00%
ECONOMIC DISADVANTAGE	549	97.51%
MILITARY CONNECTED	0	0.00%
FOSTER CARE	0	0.00%
DYSLEXIA	0	0.00%
PK ELIGIBLE PREVIOUS YEAR	0	0.00%

ENROLLMENT BY ETHNICITY	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	2	0.36%	0.36%
BLACK/AFRICAN AMER.	6	1.07%	1.07%
HISPANIC/LATINO	484	85.97%	85.97%
WHITE	64	11.37%	11.37%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	7	1.24%	1.24%
TOTAL	563	100.00%	100.00%

MIGRANTS	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	0	0.00%	0.00%
BLACK/AFRICAN AMER.	0	0.00%	0.00%
HISPANIC/LATINO	0	0.00%	0.00%
WHITE	0	0.00%	0.00%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	0	0.00%	0.00%
TOTAL	0	0.00%	0.00%

OTHER ECON DISADV	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	1	0.19%	0.18%
BLACK/AFRICAN AMER.	6	1.11%	1.07%
HISPANIC/LATINO	468	86.83%	83.13%
WHITE	58	10.76%	10.30%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	6	1.11%	1.07%
TOTAL	539	100.00%	95.74%

ELIGIBLE FOR FREE/REDUC MEALS	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	0	0.00%	0.00%
BLACK/AFRICAN AMER.	0	0.00%	0.00%
HISPANIC/LATINO	6	60.00%	1.07%
WHITE	4	40.00%	0.71%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	0	0.00%	0.00%
TOTAL	10	100.00%	1.78%

BILINGUAL	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	0	0.00%	0.00%
BLACK/AFRICAN AMER.	0	0.00%	0.00%
HISPANIC/LATINO	120	98.36%	21.31%
WHITE	2	1.64%	0.36%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	0	0.00%	0.00%
TOTAL	122	100.00%	21.67%

ESL	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	1	100.00%	0.18%
BLACK/AFRICAN AMER.	0	0.00%	0.00%
HISPANIC/LATINO	0	0.00%	0.00%
WHITE	0	0.00%	0.00%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	0	0.00%	0.00%
TOTAL	1	100.00%	0.18%

Alternative Language Program	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	0	0.00%	0.00%
BLACK/AFRICAN AMER.	0	0.00%	0.00%
HISPANIC/LATINO	39	100.00%	6.93%
WHITE	0	0.00%	0.00%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	0	0.00%	0.00%
TOTAL	39	100.00%	6.93%

GIFTED & TALENTED	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	0	0.00%	0.00%
BLACK/AFRICAN AMER.	0	0.00%	0.00%
HISPANIC/LATINO	0	0.00%	0.00%
WHITE	0	0.00%	0.00%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	0	0.00%	0.00%
TOTAL	0	0.00%	0.00%

This report displays the data for the FALL 2019 - 2020 collection that was accepted by the ESC on 01/16/2020 02:22 PM.

TSDS PEIMS DISAGGREGATION OF PEIMS STUDENT DATA

Campus-level Data
Campuses: All Campuses
2019 - 2020 Fall Collection, Accepted Submission

LEA: 068901 - ECTOR COUNTY ISD
Campus: 068901115 - LAMAR EARLY EE-KG

TITLE I, PART A	Count	%Group
"0" DOES NOT PARTICIPATE	0	0.00%
"6" ATTENDS SCHOOL WIDE	563	100.00%
"7" ATTENDS AND PARTICIPATES	0	0.00%
"8" PREVIOUSLY PARTICIPATED	0	0.00%
"9" HOMELESS RECEIVING SRV	0	0.00%
"A" NEGLECTED RECEIVING SVC	0	0.00%
TOTAL	563	100.00%

CAREER & TECHNICAL	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	0	0.00%	0.00%
BLACK/AFRICAN AMER.	0	0.00%	0.00%
HISPANIC/LATINO	0	0.00%	0.00%
WHITE	0	0.00%	0.00%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	0	0.00%	0.00%
TOTAL	0	0.00%	0.00%

HOMELESS/UNACCOMPANIED YOUTH	Count	%Enroll
HOMELESS	32	5.68%
UNACCOMPANIED YOUTH CODE 3	32	5.68%
UNACCOMPANIED YOUTH CODE 4	0	0.00%
UNACCOMPANIED YOUTH TOTAL	32	5.68%

* Unaccompanied Youth Total Should Match Homeless Count

AT RISK	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	1	0.52%	0.18%
BLACK/AFRICAN AMER.	0	0.00%	0.00%
HISPANIC/LATINO	188	97.92%	33.39%
WHITE	3	1.56%	0.53%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	0	0.00%	0.00%
TOTAL	192	100.00%	34.10%

SPECIAL EDUCATION	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	1	2.22%	0.18%
BLACK/AFRICAN AMER.	0	0.00%	0.00%
HISPANIC/LATINO	37	82.22%	6.57%
WHITE	7	15.56%	1.24%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	0	0.00%	0.00%
TOTAL	45	100.00%	7.99%

PK PROGRAM CODE	Count	%Group
"00" NOT APPLICABLE	0	0.00%
"01" PK ELIG>2 <4 HRS/DAY	539	98.72%
"02" PK ELIG 4+ HRS/DAY	3	0.55%
"03" PK ELIG 4+ HRS/DAY + SP ED	0	0.00%
"04" PK INELIG>2 <4 HRS/DAY	1	0.18%
"05" PK INELIG 4+ HRS/DAY	3	0.55%
TOTAL	546	100.00%

PRIMARY PK FUNDING SOURCE	Count	%Group	%Enroll
"1" TUITION FEES	0	0.00%	0.00%
"2" LOCAL DIST SHARE	7	100.00%	1.24%
"3" STATE GRANT	0	0.00%	0.00%
"4" FEDERAL	0	0.00%	0.00%
"5" EDARLY ED ALLOTMENT	0	0.00%	0.00%
"9" OTHER	0	0.00%	0.00%
TOTAL	7	100.00%	1.24%

SECONDARY PK FUNDING SOURCE	Count	%Group	%Enroll
"1" TUITION FEES	6	100.00%	1.07%
"2" LOCAL DIST SHARE	0	0.00%	0.00%
"3" STATE GRANT	0	0.00%	0.00%
"4" FEDERAL	0	0.00%	0.00%
"5" EDARLY ED ALLOTMENT	0	0.00%	0.00%
"9" OTHER	0	0.00%	0.00%
TOTAL	6	100.00%	1.07%

Community: ECTOR COUNTY ISD
School: LAMAR EARLY EE-KG
School year: 2019-2020
Wave 1

Measure		On Track	Needs Support	Monitor	Out of Range
Rapid Letter Naming		12%	87%	1%	1%
Rapid Vocabulary	Rapid Vocabulary 1	49%	50%	1%	0%
	Overall Measure	49%	50%	1%	0%
Phonological Awareness	Syllabication	7%	91%	1%	1%
	Onset-Rime	8%	90%	1%	1%
	Alliteration	3%	96%	1%	1%
	Rhyming I	5%	93%	1%	1%
	Overall Measure	36%	64%	1%	0%
Math	Rote Counting	5%	93%	1%	1%
	Shape Naming	23%	76%	1%	1%
	Number Discrimination	39%	59%	1%	1%
	Number Naming	16%	82%	1%	1%
	Shape Discrimination	31%	68%	0%	1%
	Counting Sets	17%	81%	1%	1%
	Operations	12%	86%	1%	1%
	Overall Measure	50%	49%	1%	0%
Letter-Sound Correspondence		*	*	*	*
Story Retell and Comprehension		54%	45%	1%	0%
Book and Print Knowledge		69%	30%	1%	0%

* Measure has no benchmarks.

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Measure		On Track	Needs Support	Monitor	Out of Range
Letras rápidas		8%	92%	0%	0%
Vocabulario rápido	Vocabulario rápido 1	53%	47%	0%	0%
	Overall Measure	53%	47%	0%	0%
Conciencia fonológica	División silábica	1%	98%	0%	1%
	Aliteración	1%	99%	0%	1%
	Rimas I	3%	96%	0%	1%
	Overall Measure	7%	93%	0%	0%
Matemáticas	Conteo de memoria	1%	99%	0%	1%
	Nombre de las figuras	9%	90%	0%	1%
	Reconocimiento de números	52%	48%	0%	0%
	Nombre de los números	10%	89%	0%	1%
	Reconocimiento de figuras	20%	80%	0%	0%
	Conteo de grupos	6%	93%	0%	1%
	Operaciones	6%	94%	0%	1%
	Overall Measure	64%	36%	0%	0%
Sonidos de letras		*	*	*	*
Recontar y comprension		44%	56%	0%	0%
Libros y material impreso		94%	6%	0%	0%
Motivación para leer		100%	0%	0%	0%

* Measure has no benchmarks.

Printed 8.17.20 AM

FULL ACCT	ACCT DESCRIPTION	NY_REMAIN _BUD	NY_ORIGINAL_ BUD	NY_REVISED _BUD	NY_MEMO_ BAL	NY_ ENCUMB	NY_ REQ
199-11-6395-00-115-32-	PAPER & DUPLICATING	4,000.00	4,000.00	4,000.00	0.00	0.00	0.00
199-11-6396-79-115-32-	ECISDC MATH PRNTG/MTLS	3,888.00	3,888.00	3,888.00	0.00	0.00	0.00
199-11-6396-81-115-32-	ECISDC SCIENCE PRINTING	3,888.00	3,888.00	3,888.00	0.00	0.00	0.00
199-11-6396-89-115-34-	TEACHING MATERIALS	8,442.00	8,442.00	8,442.00	0.00	0.00	0.00
199-11-6397-97-115-32-	FURNITURE/EQPT >$500<$5000	5,000.00	5,000.00	5,000.00	0.00	0.00	0.00
199-11-6398-00-115-32-	FURNITURE/EQPT <$500 UNIT	3,000.00	3,000.00	3,000.00	0.00	0.00	0.00
199-11-6399-00-115-32-	TCHG RELATED ITEMS	11,162.56	13,000.00	13,000.00	69.49	1,767.95	0.00
199-11-6399-02-115-32-	GENERAL SUPPLIES	6,750.23	6,866.00	6,866.00	0.00	115.77	0.00
199-11-6399-85-115-32-	ECISDC ELA SUPPLIES	3,888.00	3,888.00	3,888.00	0.00	0.00	0.00
199-12-6329-00-115-32-	LIBRARY BOOKS/MAG/PERIODICA	1,458.00	1,458.00	1,458.00	0.00	0.00	0.00
199-12-6497-38-115-32-	DESTINY SOFTWARE	763.00	763.00	763.00	0.00	0.00	0.00
199-13-6411-00-115-32-	STAFF DEV-TRAVEL	3,000.00	3,000.00	3,000.00	0.00	0.00	0.00
199-13-6497-00-115-32-	FEES, ONLINE ACCESS FEES	2,000.00	2,000.00	2,000.00	0.00	0.00	0.00
199-23-6399-00-115-32-	OFFICE SUPPLIES	4,565.66	6,000.00	6,000.00	16.00	1,318.36	99.98
199-23-6411-00-115-32-	STAFF TRAVEL	5,000.00	5,000.00	5,000.00	0.00	0.00	0.00
199-23-6497-00-115-32-	FEES, ONLINE ACCESS FEES	2,000.00	2,000.00	2,000.00	0.00	0.00	0.00
211-11-6396-00-115-34-21120	TEACHING MATERIALS	7.00	7.00	7.00	0.00	0.00	0.00
211-11-6396-00-115-34-21121	TEACHING MATERIALS	61,713.00	0.00	61,713.00	0.00	0.00	0.00
211-13-6397-00-115-34-21120	FURNITURE/EQPT >$500<$5000	1,137.00	0.00	1,137.00	0.00	0.00	0.00
211-13-6399-00-115-34-21120	GENERAL SUPPLIES	50.00	0.00	50.00	0.00	0.00	0.00
211-61-6396-00-115-34-21121	TEACHING MATERIALS	2,799.00	0.00	2,799.00	0.00	0.00	0.00
211-61-6399-00-115-30-21121	GENERAL SUPPLIES	1,000.00	1,000.00	1,000.00	0.00	0.00	0.00
211-61-6399-00-115-34-21120	GENERAL SUPPLIES	2.00	2.00	2.00	0.00	0.00	0.00

Ector County Independent School District

Milam Elementary Magnet

Improvement Plan

2020-2021

Mission Statement

Mission

The mission of the ECISD Community, a passionate, unified, world class leader in education, is to develop world ready, life-long learners who discover their unique gifts, achieve personal success, and fuel their community by building unified, comprehensive community support and participation that fosters a standard of excellence: serving as advocate and steward for all students; ensuring relevant teaching, engaged learning, and dynamic innovation; and maximizing all available resources.

Parameters

1. We will not compromise excellence.
2. We will model our beliefs.
3. We will work as a team.
4. We will base decisions on what is best for students.
5. We will protect teaching and learning as our priority.
6. We will recognize and reward success and learn from our mistakes.
7. We will succeed regardless of any obstacle.

Objectives

1. All students will acquire academic and personal skills necessary for personal greatness.
2. All students will understand and appreciate the value of learning.
3. All students will invest their unique gifts in their community.
4. All students will be confident, influential leaders who accept responsibility.

Strategies

Strategy #1

We will ensure learning experiences are engaging, challenging, and meaningful.

Strategy #2

We will provide infrastructure to maximize the success of all students.

Strategy #3

We will identify, engage and equip our world class team to accomplish our mission.

Strategy #4

We will establish and sustain an interdependent partnership with parents.

Strategy #5

We will communicate effectively to serve our mission.

Strategy #6

We will model and market our new culture throughout our community to ensure support and participation.

Value Statement

We Believe:

* A quality education is a fundamental right for every student

* In preparing our graduates for success after high school

* Engagement in teaching and learning is a shared responsibility among students, staff, and parents

* In valuing the students, our staff, parents and the community

* There is a pathway for success for every student to become a leader

* In providing a consistent and viable education for every student

* In recruiting, retaining, and developing the best staff

* Student needs drive decisions

* In setting each other up for success

* In civic engagement and upholding community traditions

* In embracing diversity

* A safe, healthy climate is conducive to learning

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Comprehensive Needs Assessment

Revised/Approved: August 18, 2020

Demographics

Demographics Summary

Total Enrollment for 2019-2020= 584

Title I = 584

ECD = 232

LEP = 116

Spec Ed = 29

Bilingual-114

ESL = 2

GT = 72

Immigrant = 3

Migrant = 0

White = 71

Hispanic = 486

African American = 19

Pac Islander = 1

American Indian/Alaskan=1

Asian=0

Two or more races = 6

PEIMS DATA REVIEW - FALL PEIMS COLLECTION
MILAM ELEMENTARY

	2016-2017	2017-2018	2018-2019	2019-2020	DIFFERENCE
STUDENT DATA					
Total Enrollment	510	517	534	584	50
Total Membership	510	517	534	584	50
Early Education	0	0	0	0	0
Pre-Kindergarten	42	24	24	44	20
Kindergarten	83	86	81	92	11
Grade 1	78	89	91	88	-3
Grade 2	81	79	87	93	6
Grade 3	82	88	80	94	14
Grade 4	72	82	88	85	-3
Grade 5	72	69	83	88	5
Ethnic Distribution					
White	77	65	69	71	2
Hispanic / Latino	389	422	435	486	51
Black or African American	31	22	22	19	-3
Asian	1	0	0	0	0
American indian or Alaska Native	3	2	1	1	0
Native Hawaiian/ Pacific Islander	3	2	2	1	-1
Two or More	6	4	5	6	1
Special Populations					
At Risk	204	226	226	230	4
Economic Disadvantaged	304	258	308	232	-76
Lep	95	108	111	116	5
Special Education	27	31	28	29	1
Career & Technology Ed	0	0	0	0	0
Bilingual Education	91	105	108	114	6
ESL Education	4	3	2	2	0
Alternative Language				1	
Gifted & Talented Education	68	72	72	72	0
Title I	510	517	534	584	50
Immigrant	4	6	6	3	-3
Migrant	0	0	0	0	0
Military Connected	3	2	2	16	14
Foster Care	3	3	2	0	-2
Homeless	7	4	5	5	0
Dyslexia	16	19	23	24	1

-

Demographics Strengths

Our Pre K, 1st, 2nd, 3rd, 4th and 5th grade classrooms meet the required student to teacher ratio.

74% of our 3rd grade students were at the approaches grade level on 2019 Reading English STAAR.

71% of our 3rd grade bilingual students were at approaches grade level on 2019 Reading Spanish STAAR.

71% of our 3rd grade bilingual students were at approaches grade level on 2019 Math Spanish STAAR.

86% of our 4th grade students were at the approaches grade level on 2019 Reading English STAAR.

73% of our 4th grade students were at the approaches grade level on 2019 Math English STAAR.

78% of our 5th grade students were at the approaches grade level on 2019 Reading English STAAR.

83% of our 4th grade students were at the approaches grade level on 2019 Math English STAAR.

74% of our 5th grade students were at the approaches grade level on 2019 Science English STAAR.

71% of our 5th grade EL students were at meets grade level on the April Administration of Math STAAR.

In Domain 3 of Closing the Gaps in Academic Achievement Status, Milam met the following targets for ELA/Reading: Hispanic-38% met grade level or above and target was 37%, Economically Disadvantaged-33% at meets grade level or above and target was 33%, and EL-35% at meets grade level or above and target was 29%

In Domain 3 of Closing the Gaps in Academic Achievement Status, Milam met the following targets for Math: EL (current and monitored)-46% met grade level or above and target was 40%.

In Domain 3 of Growth Status, Milam met the following targets for Reading: All students-74 growth score and the target was 66, Hispanic-72 growth score and target was 65, Economically Disadvantaged-72 growth score and target was 64, EL (current & monitored)-67 growth score and target was 64, and Continuously Enrolled-74 growth score and the target was 66.

Problem Statements Identifying Demographics Needs

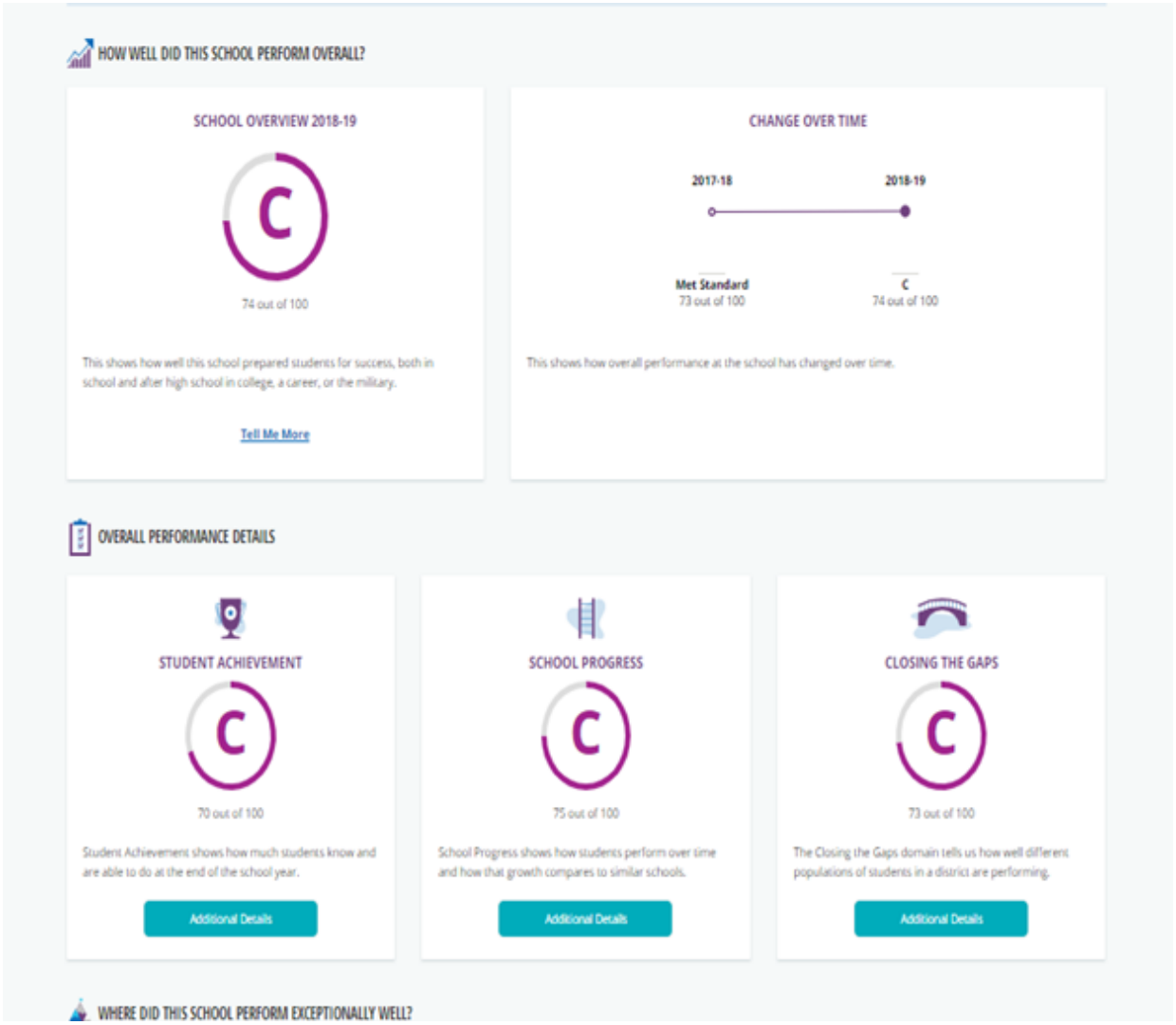
Problem Statement 1 (Prioritized): At Milam in 3rd grade 24% of Economically Disadvantaged students, 26% of Hispanic students, 33% of White students, 29% of EL students, and 27% of all students scored meets grade level or above on the 2019 STAAR Reading. **Root Cause:** Ineffective focused Intervention, long term substitute for second semester, ineffective teacher on grade level, consistancy in Balanced Literacy Instruction and consistancy in Kinder-3rd grade. guided reading.

Problem Statement 2 (Prioritized): Not having higher participation at academic parent nights. **Root Cause:** Parents don't want to drive back to Milam for Family Academic Nights or bus transportation gets to their home too late to attend.

Problem Statement 3 (Prioritized): Attendance rate for 2019-2020 was 96.3%, which was below our set goal for the year of 98%. Went from 96% to 96.3% **Root Cause:** Mass shooting, high illness throughout the year, and COVID-19

Student Achievement

Student Achievement Summary



Campus Type: Elementary
Campus Size: 584 students
Percent Economically Disadvantaged: 40%
ELL: 19.8%
Mobility Rate: 5.7%

2020 Spring-2019 STAAR Released

Grade	Subject	District	Milam
		Aprroaches/Meets/Mastery	Aprroaches/Meets/Mastery
3rd	Reading	66/34/19	66/31/8
3rd	Math	65/34/16	46/15/2
4th	Reading	64/32/14	68/32/11
4th	Math	63/33/17	52/14/5
4th	Writing	53/21/5	65/26/7
5th	Reading	76/38/16	78/46/13
5th	Math	83/42/23	72/37/17
5th	Science	59/32/14	72/32/9

Milam received a C Rating for the 2018-2019 school year.

Domain 1 Student Achievement Scaled Score: 70 out of 100 (C)
Domain 2a Academic Growth Scaled Score: 75 out of 100 (C)
Domain 2b Relative Performance Scaled Score: 63 out of 100 (D)
Domain 3 Closing the Gaps Performance Scaled Score: 73 out of 100 (C)
Overall Scaled Score: 73-C (Met Standard)

State Assessment Results

Table 1 - 3rd Grade STAAR Reading Approaches Grade Level

Year	State	District	Campus	H	W	AA	Asian	American Indian	2 or More	EcoDis	Special Ed	EL
2019	75	66	74	72	78	75	N/A	100	100	72	0	86
2018	77	69	76	79	82	29	N/A	N/A	N/A	75	N/A	76
2017	73	63	56	56	45	N/A	N/A	N/A	N/A	48	N/A	63
2016	73	56	49	47	67	33	N/A	100	N/A	48	29	46

Table 2 - 3rd Grade STAAR Math Approaches Grade Level

Year	State	District	Campus	H	W	AA	Asian	American Indian	2 or More	EcoDis	Special Ed	EL
2019	78	65	65	62	78	75	N/A	100	100	65	0	86
2018	78	69	80	85	73	43	N/A	N/A	N/A	75	N/A	100
2017	78	66	59	56	73	N/A	N/A	N/A	N/A	53	N/A	75
2016	75	55	58	57	67	100	N/A	100	N/A	60	14	53

2015 – new Math TEKS / Bridge Study

Table 3 - 4th Grade STAAR Reading Approaches Grade Level

Year	State	District	Campus	H	W	AA	Asian	American Indian	2 or More	EcoDis	Special Ed	EL
2019	73	63	84	86	82	67	N/A	N/A	100	80	50	73

Year	State	District	Campus	H	W	AA	Asian	American Indian	2 or More	EcoDis	Special Ed	EL
2018	73	60	64	60	86	N/A	N/A	N/A	N/A	58	N/A	56
2017	70	55	59	52	78	N/A	N/A	N/A	N/A	53	N/A	57
2016	75	58	82	60	100	100	N/A	N/A	N/A	64	0	43

Table 4 - 4th Grade STAAR Math Approaches Grade Level

Year	State	District	Campus	H	W	AA	Asian	American Indian	2 or More	EcoDis	Special Ed	EL
2019	74	63	72	78	45	50	N/A	N/A	100	68	0	68
2018	78	68	70	66	86	N/A	N/A	N/A	N/A	64	N/A	81
2017	76	61	71	66	100	N/A	N/A	N/A	N/A	67	N/A	64
2016	73	53	71	65	93	100	N/A	100	N/A	67	0	29

2015 – new Math TEKS / bridge study

Table 5 - 4th Grade STAAR Writing Approaches Grade Level

Year	State	District	Campus	H	W	AA	Asian	American Indian	2 or More	EcoDis	Special Ed	EL
2019		53	64	68	45	N/A	N/A	50	100	58	0	55
2018	63	53	58	54	63	N/A	N/A	N/A	N/A	58	N/A	56
2017	65	50	45	43	56	40	N/A	N/A	N/A	43	N/A	29
2016	69	57	59	55	64	80	N/A	100	N/A	56	0	29

Table 6 - 5th Grade STAAR Reading Approaches Grade Level

Year	State	District	Campus	H	W	AA	Asian	Native American/Island Pacificer	2 or More	EcoDis	Special Ed	EL
2019		75	78	76	88	100	N/A	100	100	76	0	86
2018	84	70	77	72	100	N/A	N/A	N/A	N/A	67	N/A	67
2017	82	59	79	73	100	80	N/A	N/A	N/A	78	N/A	64
2016	81	68	67	64	80	50	N/A	N/A	N/A	63	100	50
2015			81	80	91	63	N/A	N/A	N/A	73	0	50
2014			83	80	100	71	N/A	N/A	N/A	80	0	40

Table 7 - 5th Grade STAAR Math Approaches Grade Level

Year	State	District	Campus	H	W	AA	Asian	American Indian	2 or More	EcoDis	Special Ed	EL
2019	40		83	81	88	N/A	N/A	N/A	N/A	81	N/A	93
2018	91	82	94	93	100	N/A	N/A	N/A	N/A	93	N/A	100
2017	87	77	93	92	100	80	N/A	N/A	N/A	90	N/A	86
2016	86	74	77	73	80	100	N/A	N/A	N/A	71	0	67
2015	NA	NA	62	63	80	14	N/A	N/A	N/A	48	0	60
2014	88	75	86	88	90	50	N/A	N/A	N/A	79	67	100

2015 – New Math TEKS / Bridge Study

Table 8 - 5th Grade STAAR Science Approaches Grade Level

	State	District	Campus	H	W	AA	Asian	American Indian	2 or More	EcoDis	Special Ed	EL
2019	73	59	74	73	75	N/A	N/A	N/A	N/A	74	N/A	64
2018	76	66	86	83	100	N/A	N/A	N/A	N/A	80	N/A	75
2017	74	61	84	76	100	100	N/A	N/A	N/A	83	N/A	57
2016	74	60	71	67	20	75	N/A	N/A	N/A	69	0	17

	State	District	Campus	H	W	AA	Asian	American Indian	2 or More	EcoDis	Special Ed	EL
2015	72	49	59	54	100	14	N/A	N/A	N/A	48	33	0
2014	74	59	76	70	95	75	N/A	N/A	N/A	65	25	17

Student Achievement Strengths

Based on Spring 2020 STAAR Release (2019)

On 5th grade STAAR Release Reading we had 77% approaches, 37 meets, 21% mastery.

On 4th grade STAAR Release Math we had 60% approaches, 24% meets, 4% mastery.

On 3rd grade STAAR Release Reading we had 63% apporaches, 19% meets, 11% mastery.

Based on 2019 STAAR

Student achievement strengths include Domain 2A progress in math and reading scores in 4th and 5th grade students. Math progress for all students was 70%. Reading progress for all students was 74%.

In the ELA/Reading of Domain 3 Academic Achievement Status-Hispanic students met the target of 37% with a 38%, Economically disadvantaged students met the target of 33% with a 33%, and EL students met the target of 29% with a 35.

In the ELA/Reading of Domain 3 Growth Status-All students met the target of 66 with a 74, Hispanic students met the target of 65 with a 72, Economically disadvantaged students met the target of 64 with a 72, EL students met the target of 64 with a 67, and Continuously Enrolled met the target of 66 with a 74.

In the Math of Domain 3 Growth Status-Hispanic students met the target of 69 with a 72 and Economically disadvantaged students met the target of 68 with a 70.

In Domain 3 Student Success Status, EL met the target of 36% with a 49%.

In the Domain 3 Student Success Status-Hispanic students met the target of 41% with a 42%, Economically disadvantaged students met the target of 38% with a 39%, and EL students met the target of 37% with a 42%.

In Domain 3 Particpation ELA/Reading and Math all students and all subgroups met the 95% participation rate with 100%.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): Milam Spring STAAR Released Math and Reading was below are campus target **Root Cause:** Not enough time to finish aggressive monitoring in the classroom and specific designed reteach lessons

Problem Statement 2 (Prioritized): Milam has scored the state target in the area of student achievement. **Root Cause:** Teachers do not fully understand how to analyze formative and summative data for the purpose of achieving maximum student growth.

Problem Statement 3 (Prioritized): At Milam in 3rd grade 24% of Economically Disadvantaged students, 26% of Hispanic students, 33% of White students, 29% of EL students, and 27% of all students scored meets grade level or above on the 2019 STAAR Reading. **Root Cause:** Ineffective focused Intervention, long term substitute for second semester, ineffective teacher on grade level, consistancy in Balanced Literacy Instruction and consistancy in Kinder-3rd grade. guided reading.

School Culture and Climate

School Culture and Climate Summary

Milam has an average student number of 610 students, 28 Classroom teachers, 8 Fine Arts teachers, 2 Physical Education teachers, 1 Special Education teacher, 4 Pre K Aides, and 1 Flex Aide. We have four classrooms per grade level, Pre K-5th grade with one being bilingual at every level. Our Pre K is full day. We house a Speech Therapist, GT Teacher, Counselor, Media Clerk and a Dyslexia Interventionist.

See Annual Parent Survey in Addendums.

School Culture and Climate Strengths

We have programs for parental involvement, VIPS, Parenting Partners and Watchdogs. Milam also participates in all district parental involvement initiatves such as VIPS, PTA, Magnet Showoff, Performing Arts Performances and Family Math and Reading Nights. All Title One parental involvement activities are also completed, such as parent compact meetings, parent surveys and report cards, as well as Meet the Teacher, Open House, Parent Orientation Meeting and Title 1 Parent Conferences by all teachers.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1 (Prioritized): After conferencing with teachers, some teacher retention is due to requirement to teach extended day magnet for 1 to 2-9 weeks for general education teachers and all 4-9 weeks for Fine Arts Teachers. **Root Cause:** Not all teachers want to teach extended day due to the extra hour teaching time.

Problem Statement 2 (Prioritized): Implementation of Relay and the time it took to prepare for PLC's was too much. **Root Cause:** New professional practice that was just being learned.

Problem Statement 3 (Prioritized): Attendance rate for 2019-20 was 96.3% which is below the district and state average **Root Cause:** Shooting, flu, and COVID-19

Problem Statement 4 (Prioritized): At Milam in 3rd grade 24% of Economically Disadvantaged students, 26% of Hispanic students, 33% of White students, 29% of EL students, and 27% of all students scored meets grade level or above on the 2019 STAAR Reading. **Root Cause:** Ineffective focused Intervention, long term substitute for second semester, ineffective teacher on grade level, consistancy in Balanced Literacy Instruction and consistancy in

Kinder-3rd grade. guided reading.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

ECISD utilizes a variety of recruiting strategies to grow staff; including, alternative certification programs, college fairs, district and intrastate teacher fairs. Additionally, the district posts available positions on a variety of websites. ECISD undergoes a hiring process which ensures that candidates are credentialed for the positions they are seeking. Professional development provides staff with the tools needed to intervene and enrich the learning of all subgroups. Retention strategies include longevity pay, stipends for special program areas, and stipends for education beyond position requirement. Finally, the district uses staff recognition programs in conjunction with other retention strategies.

At Milam all students will be taught by highly qualified teachers and instructional paraprofessionals.

PEIMS DATA REVIEW - FALL PEIMS COLLECTION
MILAM ELEMENTARY

	2016-2017	2017-2018	2018-2019	2019-2020	DIFFERENCE
STAFF DATA					
STAFF COUNTS, NOT FTE					
Employment Counts	47	65	61	76	15
Full-time Staff	47	65	61	76	15
Role ID Counts					
Instructional	41	40	37	42	5
Teachers	38	37	36	38	2
Aides	3	3	1	4	3
Professional Support	4	5	4	1	-3
Classroom Staff	1	2	2	3	1
Non-Classroom Staff	3	3	2	2	0
Administrative	2	2	2	2	0
Principal/Assistant Principal	2	2	2	2	0
Other Administrative	0	0	0	0	0

STAFF FTE SUMMARY					
Total Staff	46.3	45.5	42.1	46.9	4.8
Teachers	37.3	37.0	36.0	37.0	1.0
Professional Support	3.9	3.5	3.1	4.0	0.9
Campus Administration	2.0	2.0	2.0	2.0	0.0
Educational Aides	3.0	3.0	1.0	3.9	2.9
Auxiliary Staff	N/A	N/A	N/A	N/A	N/A
Personnel by Ethnicity & Sex	46.3	46.5	42.1	46.9	4.8
White	24.0	23.4	20.0	19.0	-1.0
Hispanic	20.3	22.0	21.1	24.9	3.8
Black	1.0	0.0	0.0	0.0	0.0
Other	1.0	1.0	1.0	3.0	2.0

White Male	0.0	0.0	0.0	0.0	0.0
White Female	24.0	23.4	20.0	19.0	-1.0
Hispanic Male	2.3	3.0	3.0	3.0	0.0
Hispanic Female	17.9	19.0	18.1	21.9	3.8
Black Male	0.0	0.0	0.0	0.0	0.0
Black Female	1.0	0.0	0.0	0.0	0.0
Other Male	0.0	1.0	0.0	0.0	0.0
Other Female	1.0	1.0	1.0	3.0	2.0
Teachers by Highest Degree Held					
No Degree	0.0	1.0	0.0	0.0	0.0
Bachelors	26.0	26.0	26.0	28.5	2.5
Masters	11.3	10.0	10.0	8.5	-1.5
Doctorate	0.0	0.0	0.0	0.0	0.0
Teachers by Years of Experience					
Beginning Teachers	0.0	2.9	0.0	3.0	3.0
1-5 Years Experience	9.0	9.0	9.0	6.0	-3.0
6-10 Years Experience	5.0	3.0	5.0	7.0	2.0
11-20 Years Experience	12.3	10.0	10.0	12.5	2.5
Over 20 Years Experience	11.0	12.0	12.0	8.5	-3.5

Staff Quality, Recruitment, and Retention Strengths

Milam can celebrate employees-all are consistently HQT; a majority of the teachers at Milam (61%) have over 10 years of experience; the number of teachers at Milam has grown 12 and decreased by 5 over the past year. 1 teacher moved to Compass, so his children would be able to attend for Junior High, 3 teachers transferred to other ECISD schools (2 teachers who wanted to move to Pre K and 1 to a campus without magnet), 1 teacher resigned to go to school full time. We will continue with vertical and horizontal PLC's, Teacher Academy, Get Better Faster, ECISD After the Bell sessions, Implementation of Kagan Structures, DOK training and support from the Leadership Team. We have also gained two Pre K full day teacher (1 monolingual and 1 bilingual), two Pre K Aides (1 monolingual and 1 bilingual), Piano Teacher (LTS in that position last year), PE Coach, and a Flex Aide.

Monthly Birthday Lunches, Teacher of the week, jeans passes, positive notes in teacher boxes, postcards home, recognition of staff members, book studies, team building events and other activities to keep morale high on the campus.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1 (Prioritized): A large applicant pool of teachers does not exist in ECISD. **Root Cause:** The high cost of living and oil industry in

Odessa has limited applicant pool.

Problem Statement 2: Implementation of Relay and the time it took to prepare for PLC's was too much. **Root Cause:** New professional practice that was just being learned.

Problem Statement 3: During transfer/resignation conversation indicated that the expectations were too high on campus/and or district. **Root Cause:** New processes put in place by the district, along with being in Cohort 1 of Relay.

Problem Statement 4: fter conferencing with teachers, some teacher retention is due to requirement to teach extended day magnet for 1 to 2-9 weeks for general education teachers and all 4-9 weeks for Fine Arts Teachers. **Root Cause:** Not all teachers want to teach extended day due to the extra hour teaching time.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Research based best practiced curriculum, instruction and assessment are integral components to meeting the educational needs of our student body. Providing an aligned curriculum for all students in all core subject areas is vital and must be reinforced within tutoring, dyslexia services, balanced literacy, guided math, Classworks, Istation, Brainchild and reading services to close the achievement gap. Additionally, resource allocations in the form of textbooks, supplemental materials and classroom technology use contribute to student performance by providing tools to utilize when educating students. Teachers, dyslexia teachers, tutors and special education personnel support the programs and intervention services which allow for the opportunity to close the achievement gap. COGAT, Naglieri, STAAR, SBAs, DBAs, unit assessments, IStation, LTS Stride and TELPAS assessments allow for early identification of need and potential targets for intervention.

Curriculum, Instruction, and Assessment Strengths

Milam will focus on teachers following the district Scope and Sequence with fidelity. We will also implement Depth of Knowledge training to ensure that teachers are teaching to the rigor of the TEKS. We will utilize district Know and Show charts when lesson planning. Teachers will utilize the district planning template.

We will also continue to focus on student engagement using Kagan strategies and Lead4ward strategies. We will also continue our focus on using technology to enhance instruction.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): Not all new teachers on campus have been trained on the Kagan Cooperative Learning Days 1-5. Only 65% of the staff has Kagan Days 1-5. **Root Cause:** Lack of funding for Kagan Staff Development.

Problem Statement 2 (Prioritized): Spring Released Math STAAR 2019 58% approaches, 22% meets, and 63% approaches, 26% meets. **Root Cause:** Inconsistencies with Tier 1 instruction

Problem Statement 3 (Prioritized): Teacher training provided with no follow up. **Root Cause:** Teachers not able to develop due to lack of follow up with training , excess districts mandates and ever changing district expectation.

Parent and Community Engagement

Parent and Community Engagement Summary

Suzuki Fall and Spring recitals; Piano recitals in the Fall and Spring; Spring Dance Recital; Winter and Spring Music Concerts (December and May); PTA meetings (September, October, November, January, February, April); Science Fair Night (November); Reading Vocabulary Parade (February); Math Parent Game Night (May); Parent Orientation meetings (August and September); Meet the Teacher Night (August); Suzuki Parent Meeting (September); Drama Parent Meeting (September); Musical Parent Meeting (January);Choir Parent Meeting (September); Dance Parent Meeting (August and April and May); Gymnastics Meets (October); LPAC meetings (On-going as needed); ARD meetings (on-going as needed); CIT meetings (monthly and/or as needed); Magnet Show-Off's (October, December, March, May); Pre-K and 5th grade Graduation (May); Grandparents Day (Fall); Principals Awards (January and June); Career Day (October); VIPS; home visits (on-going); Book Fair (Fall and Spring); Self Manager Celebrations (as needed); AM News Team (ongoing); WATCH D.O.G.S. (February-June); Field Day (May).

Milam plans to conduct the same types of parent involvement activities for the 2020-2021 school year following TEA Guidelines for COVID.

Parent and Community Engagement Strengths

Milam Elementary continues to close the performance gaps with increased family and community involvement through Volunteers in Public Schools, PTA and committee involvement at the campus level. School staff, parents, families, and surrounding communities will be provided with opportunities to work together to improve family and community involvement and to support academic achievement.

*Continue Watchdog Program,Meet the Teacher Night, Parent Orientation, Parent meetings for special area activities, AVID parent involvement activities, Parent Utility training for Title 1 school, Parent Compact, Magnet Contract, PTA Board will meet and set goals, Continue Milam Facebook, VIPS Recruiting event, Fall Production, Book Fair, Science Fair, Parent Camps

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): We have high participation in Fine Arts Events, but have about 30%-40% attending academic parent nights. **Root Cause:** Schedules of working parents and outside demands (sports and fine arts)

Problem Statement 2 (Prioritized): Not having higher participation at academic parent nights. **Root Cause:** Parents don't want to drive back to Milam for

Family Academic Nights or bus transportation gets to their home too late to attend.

School Context and Organization

School Context and Organization Summary

Milam will ensure that every instructional classroom is outfitted with a standardized technology equipment and that teachers are trained on how to utilize instructional technology in their classroom. 2020-2021 1 to 1 devices for all students.

Milam integrates technological programs in order to promote student learning and close the achievement gaps. Every classroom classroom is equipped with best practice STAR chart equipment. Brainchild, Imagine Learning Math, Imagine Learning Reading, Stemscopes, HMH, Education Galaxy to assist with tutorials and intervention. Renaissance Learning/E-books provides online books available to students at school and home. Milam has a computer lab, projector, SmartBoard and document camera in each classroom. Teachers are provided the opportunity to gain training to checkout their own classroom laptop and are trained on how to use them to enhance instruction. Milam has purchased LONESTAR Math (online supplemental spiral resources).

Teachers at Milam will be offered the opportunity to attend training on how to develop their classroom website, integrate and develop Smart lessons to be integrated in their daily lessons. Also

School Context and Organization Strengths

Milam continues to move forward with technological changes as they arise- having improved our infrastructure to be technology friendly. Milam replaces classroom and computer lab computer systems on a scheduled basis and increases access to new technology programs as they are developed. ECISD employs instructional technologists to provide training and support for best instructional practices.

Every classroom will have a working smart board installed, at least 3 computers and document camera as well as a projector. In every general education class Pre K-2nd grade there will be 1 to 1 technology for each student. Each student will receive an iPad. In grades 3rd-5th all students will have a Chromebook. All Milam students will have 1 to 1 technology. The campus has one laptop cart to share, along with one bilingual laptop cart for bilingual teachers to share.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1 (Prioritized): Teacher experience is varied at Milam. We have 61% of our teachers that have been teaching 10 or more years. **Root Cause:** Providing quality staff development to grow the entire campus when needs vary so greatly and finding funding to provide some of the training.

Problem Statement 2 (Prioritized): Lack of quality TIER 1 instruction resulted in poor student performance of all sub populations in all core areas. **Root Cause:** 1. Lack of quality lesson planning with appropriate levels of rigor.

Problem Statement 3 (Prioritized): At Milam in 3rd grade 24% of Economically Disadvantaged students, 26% of Hispanic students, 33% of White students, 29% of EL students, and 27% of all students scored meets grade level or above on the 2019 STAAR Reading. **Root Cause:** Ineffective focused Intervention, long term substitute for second semester, ineffective teacher on grade level, consistancy in Balanced Literacy Instruction and consistancy in Kinder-3rd grade. guided reading.

Problem Statement 4 (Prioritized): Not having higher participation at academic parent nights. **Root Cause:** Parents don't want to drive back to Milam for Family Academic Nights or bus transportation gets to their home too late to attend.

Technology

Technology Summary

All classrooms have In Focus projectors, Smart boards, and Elmos. Each grade level has a class set of clickers to be used by teachers on that grade level. The equipment was used to teach interactive lessons and reinforce skills and points of interest in preparation for grade level TEKS and STAAR. For the 2020-2021 school year, Milam will be 1 to 1 with technology devices. Pre K-2nd grade will receive iPads and 3rd-5th grade will receive Chromebooks.

Students at Milam have district access to Think Through Math, Imagine Reading, HMH, Imagine Math and STRIDE. Teachers also have access to Lone Star Learning TEKS Target Practice. Teachers are provided with laptops and are trained on how to use them to enhance instruction. We also have two laptop cart with 30 laptops that are accessible for student use. We also have a computer lab with 25 student computers for campus use.

Technology Strengths

Milam replaces classroom and computer lab computer systems on a scheduled basis and increases access to new technology programs as they are developed. ECISD employs instructional technologists to provide training and support for best instructional practices. The leadership team stays up to date on technology and ensures that it is modeled on campus.

Milam also uses the Instructional Technology Specialist to provide monthly Staff Development to teachers.

Problem Statements Identifying Technology Needs

Problem Statement 1 (Prioritized): Teacher, staff, and student are still learning how to use many of tools, apps, or programs to be successful.. **Root Cause:** Lack of personalized training.

Problem Statement 2 (Prioritized): At Milam in 3rd grade 24% of Economically Disadvantaged students, 26% of Hispanic students, 33% of White students, 29% of EL students, and 27% of all students scored meets grade level or above on the 2019 STAAR Reading. **Root Cause:** Ineffective focused Intervention, long term substitute for second semester, ineffective teacher on grade level, consistancy in Balanced Literacy Instruction and consistancy in Kinder-3rd grade. guided reading.

Priority Problem Statements

Problem Statement 1: At Milam in 3rd grade 24% of Economically Disadvantaged students, 26% of Hispanic students, 33% of White students, 29% of EL students, and 27% of all students scored meets grade level or above on the 2019 STAAR Reading.

Root Cause 1: Ineffective focused Intervention, long term substitute for second semester, ineffective teacher on grade level, consistancy in Balanced Literacy Instruction and consistancy in Kinder-3rd grade. guided reading.

Problem Statement 1 Areas: Demographics - Student Achievement - School Culture and Climate - School Context and Organization - Technology

Problem Statement 2: Not having higher participation at academic parent nights.

Root Cause 2: Parents don't want to drive back to Milam for Family Academic Nights or bus transportation gets to their home too late to attend.

Problem Statement 2 Areas: Demographics - Parent and Community Engagement - School Context and Organization

Problem Statement 3: Attendance rate for 2019-2020 was 96.3%, which was below our set goal for the year of 98%. Went from 96% to 96.3%

Root Cause 3: Mass shooting, high illness throughout the year, and COVID-19

Problem Statement 3 Areas: Demographics

Problem Statement 4: Milam Spring STAAR Released Math and Reading was below are campus target

Root Cause 4: Not enough time to finish aggressive monitoring in the classroom and specific designed reteach lessons

Problem Statement 4 Areas: Student Achievement

Problem Statement 5: Milam has scored the state target in the area of student achievement.

Root Cause 5: Teachers do not fully understand how to analyze formative and summative data for the purpose of achieving maximum student growth.

Problem Statement 5 Areas: Student Achievement

Problem Statement 6: Attendance rate for 2019-20 was 96.3% which is below the district and state average

Root Cause 6: Shooting, flu, and COVID-19

Problem Statement 6 Areas: School Culture and Climate

Problem Statement 7: Implementation of Relay and the time it took to prepare for PLC's was too much.

Root Cause 7: New professional practice that was just being learned.

Problem Statement 7 Areas: School Culture and Climate

Problem Statement 8: After conferencing with teachers, some teacher retention is due to requirement to teach extended day magnet for 1 to 2-9 weeks for general education teachers and all 4-9 weeks for Fine Arts Teachers.

Root Cause 8: Not all teachers want to teach extended day due to the extra hour teaching time.

Problem Statement 8 Areas: School Culture and Climate

Problem Statement 9: A large applicant pool of teachers does not exist in ECISD.

Root Cause 9: The high cost of living and oil industry in Odessa has limited applicant pool.

Problem Statement 9 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 10: Spring Released Math STAAR 2019 58% approaches, 22% meets, and 63% approaches, 26% meets.

Root Cause 10: Inconsistencies with Tier 1 instruction

Problem Statement 10 Areas: Curriculum, Instruction, and Assessment

Problem Statement 11: Teacher training provided with no follow up.

Root Cause 11: Teachers not able to develop due to lack of follow up with training , excess districts mandates and ever changing district expectation.

Problem Statement 11 Areas: Curriculum, Instruction, and Assessment

Problem Statement 12: Not all new teachers on campus have been trained on the Kagan Cooperative Learning Days 1-5. Only 65% of the staff has Kagan Days 1-5.

Root Cause 12: Lack of funding for Kagan Staff Development.

Problem Statement 12 Areas: Curriculum, Instruction, and Assessment

Problem Statement 13: We have high participation in Fine Arts Events, but have about 30%-40% attending academic parent nights.

Root Cause 13: Schedules of working parents and outside demands (sports and fine arts)

Problem Statement 13 Areas: Parent and Community Engagement

Problem Statement 14: Lack of quality TIER 1 instruction resulted in poor student performance of all sub populations in all core areas.

Root Cause 14: 1. Lack of quality lesson planning with appropriate levels of rigor.

Problem Statement 14 Areas: School Context and Organization

Problem Statement 15: Teacher experience is varied at Milam. We have 61% of our teachers that have been teaching 10 or more years.

Root Cause 15: Providing quality staff development to grow the entire campus when needs vary so greatly and finding funding to provide some of the training.

Problem Statement 15 Areas: School Context and Organization

Problem Statement 16: Teacher, staff, and student are still learning how to use many of tools, apps, or programs to be successful..

Root Cause 16: Lack of personalized training.

Problem Statement 16 Areas: Technology

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Quantifiable goals for student performance in reading and math PreK-3(HB 3)
- Campus goals
- Campus Performance Objectives Summative Review from previous year
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card Data
- Local Accountability Systems (LAS) data

Support Systems and Other Data

- Organizational structure data
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

Goals

Goal 1: Foundational Excellence: Milam will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 1: Annual student attendance will increase from 96.3% in 2020 to 96.8% in 2021.

Targeted or ESF High Priority

Evaluation Data Sources: Weekly Reports and Attendance final year report for 2020-2021

Summative Evaluation: None

Strategy 1: Milam will provide incentives for perfect for perfect attendance each month and every 9 weeks in an effort to improve attendance to 96.8 %

Strategy's Expected Result/Impact: Attendance Rate of 96.8%

Staff Responsible for Monitoring: Principal, AP, Counselor, Attendance Clerk, and Teachers

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Problem Statements:
Demographics 1
Student Achievement 3
School Culture and Climate 4
School Context and Organization 3
Technology 2

Funding Sources:
Local

Formative
Oct
Jan
Mar
Summative
May

Strategy 2: An attendance contract will be issues to students that have less than 90% attendance virtually or face to face.

Strategy's Expected Result/Impact: Increase our attendance rates with fewer contracts as per our attendance weekly reports.

Staff Responsible for Monitoring: Principal, AP, Counselor, and Attendance Clerk

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements:
Demographics 1
Student Achievement 3
School Culture and Climate 4
School Context and Organization 3
Technology 2

Funding Sources:
None

Formative
Oct
Jan
Mar
Summative
May

Strategy 3: At the end of each month the class at each grade level that has the highest attendance rate for the month will will receive a special treat and recognition.

Strategy's Expected Result/Impact: Student attendance rate will increase from 96.3% to 96.9% by 2021.

Staff Responsible for Monitoring: Principal, Assistant Principal, Teachers, Clerk

Title I Schoolwide Elements: 2.5, 2.6

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction

Problem Statements:
Demographics 1
Student Achievement 3
School Culture and Climate 4
School Context and Organization 3
Technology 2

Funding Sources:
Incentives for each 9 weeks Local

Formative
Oct
Jan
Mar
Summative
May

Strategy 4: Attendance and Discipline team will meet every 9 weeks to monitor student attendance. They will ensure Contacts and Contracts are in place.

Teachers will contact parents when a student is absence. Contact will be documented in Eduphoria Aware.

Clerk will contact parents when a student shows up on the Weekly COC Report or when a concern arises. Contact will be documented in Eduphoria Aware.

Principal, Assistant Principal and/or Counselor will complete contracts on students with excessive absences by meeting with parents. Strategies for improving attendance will be shared with parents.

Contact Social Worker from COC when student attendance arises.

Strategy's Expected Result/Impact: Student attendance rate will increase from 96.3% to 96.9% by 2021.

Staff Responsible for Monitoring: Teachers, Principal, Assistant Principal, Counselor, Social Worker form COC

Title I Schoolwide Elements: 2.5, 2.6

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Problem Statements:
Demographics 1
Student Achievement 3
School Culture and Climate 4
School Context and Organization 3
Technology 2

Funding Sources:
Local

Formative
Oct
Jan
Mar
Summative
May

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Demographics

Problem Statement 1: At Milam in 3rd grade 24% of Economically Disadvantaged students, 26% of Hispanic students, 33% of White students, 29% of EL students, and 27% of all students scored meets grade level or above on the 2019 STAAR Reading. **Root Cause:** Ineffective focused Intervention, long term substitute for second semester, ineffective teacher on grade level, consistancy in Balanced Literacy Instruction and consistancy in Kinder-3rd grade. guided reading.

Student Achievement

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Technology

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Performance Objective 2: Provide the environment conducive to all educational needs in conjunction with the development of a Long-Range Facilities Plan that will move the District forward in the future.

Evaluation Data Sources: Student culture and academic success

Summative Evaluation: None

Strategy 1: Implement free feeding to all elementary students.

Strategy's Expected Result/Impact: None

Staff Responsible for Monitoring: District and Campus Administration

Title I Schoolwide Elements: 2.5, 2.6

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Problem Statements:
Demographics 1
Student Achievement 3
School Culture and Climate 4
School Context and Organization 3
Technology 2

Funding Sources:
National School Lunch Program/NSLP

Formative	Summative
Oct	May
Jan	
Mar	

No Progress Accomplished Continue/Modify Discontinue

Demographics

Problem Statement 1: At Milam in 3rd grade 24% of Economically Disadvantaged students, 26% of Hispanic students, 33% of White students, 29% of EL students, and 27% of all students scored meets grade level or above on the 2019 STAAR Reading. **Root Cause:** Ineffective focused Intervention, long term substitute for second semester, ineffective teacher on grade level, consistancy in Balanced Literacy Instruction and consistancy in Kinder-3rd grade. guided reading.

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Problem Statement 1: At Milam in 3rd grade 24% of Economically Disadvantaged students, 26% of Hispanic students, 33% of White students, 29% of EL students, and 27% of all students scored meets grade level or above on the 2019 STAAR Reading. **Root Cause:** Ineffective focused Intervention, long term substitute for second semester, ineffective teacher on grade level, consistancy in Balanced Literacy Instruction and consistancy in Kinder-3rd grade. guided reading.

School Context and Organization

Problem Statement 1: At Milam in 3rd grade 24% of Economically Disadvantaged students, 26% of Hispanic students, 33% of White students, 29% of EL students, and 27% of all students scored meets grade level or above on the 2019 STAAR Reading. **Root Cause:** Ineffective focused Intervention, long term substitute for second semester, ineffective teacher on grade level, consistancy in Balanced Literacy Instruction and consistancy in Kinder-3rd grade. guided reading.

Technology

Problem Statement 1: At Milam in 3rd grade 24% of Economically Disadvantaged students, 26% of Hispanic students, 33% of White students, 29% of EL students, and 27% of all students scored meets grade level or above on the 2019 STAAR Reading. **Root Cause:** Ineffective focused Intervention, long term substitute for second semester, ineffective teacher on grade level, consistancy in Balanced Literacy Instruction and consistancy in Kinder-3rd grade. guided reading.

Performance Objective 3: Provide differentiated processes for priority classrooms/students.

Evaluation Data Sources: Lesson Plans, Walkthroughs, Student Data

Summative Evaluation: None

Strategy 1: Plan and implement effective transitions for 5th grade to maintain academic learning and support the social-emotional learning of students.

Strategy's Expected Result/Impact: Transitions that prepare students to go to the next campus.

Staff Responsible for Monitoring: Principal, AP, Counselor, and Teachers

Title I Schoolwide Elements: 2.4, 2.5

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Problem Statements:
Demographics 1
Student Achievement 3
School Culture and Climate 4
School Context and Organization 3
Technology 2

Funding Sources:
Local

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Strategy 2: Provide students with instruction that is relevant and appropriate for diverse learners.

Strategy's Expected Result/Impact: Improvement in Student Growth

Staff Responsible for Monitoring: Principal, AP, IS, Special Ed. Teacher, Dyslexia Interventionist, Teachers

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements:
Demographics 1
Student Achievement 3
School Culture and Climate 4
School Context and Organization 3
Technology 2

Funding Sources:
None

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May

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Demographics

Problem Statement 1: At Milam in 3rd grade 24% of Economically Disadvantaged students, 26% of Hispanic students, 33% of White students, 29% of EL students, and 27%

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Student Achievement

Problem Statement 1: At Milam in 3rd grade 24% of Economically Disadvantaged students, 26% of Hispanic students, 33% of White students, 29% of EL students, and 27% of all students scored meets grade level or above on the 2019 STAAR Reading. **Root Cause:** Ineffective focused Intervention, long term substitute for second semester, ineffective teacher on grade level, consistancy in Balanced Literacy Instruction and consistancy in Kinder-3rd grade. guided reading.

School Culture and Climate

Problem Statement 1: At Milam in 3rd grade 24% of Economically Disadvantaged students, 26% of Hispanic students, 33% of White students, 29% of EL students, and 27% of all students scored meets grade level or above on the 2019 STAAR Reading. **Root Cause:** Ineffective focused Intervention, long term substitute for second semester, ineffective teacher on grade level, consistancy in Balanced Literacy Instruction and consistancy in Kinder-3rd grade. guided reading.

School Context and Organization

Problem Statement 1: At Milam in 3rd grade 24% of Economically Disadvantaged students, 26% of Hispanic students, 33% of White students, 29% of EL students, and 27% of all students scored meets grade level or above on the 2019 STAAR Reading. **Root Cause:** Ineffective focused Intervention, long term substitute for second semester, ineffective teacher on grade level, consistancy in Balanced Literacy Instruction and consistancy in Kinder-3rd grade. guided reading.

Technology

Problem Statement 1: At Milam in 3rd grade 24% of Economically Disadvantaged students, 26% of Hispanic students, 33% of White students, 29% of EL students, and 27% of all students scored meets grade level or above on the 2019 STAAR Reading. **Root Cause:** Ineffective focused Intervention, long term substitute for second semester, ineffective teacher on grade level, consistancy in Balanced Literacy Instruction and consistancy in Kinder-3rd grade. guided reading.

Performance Objective 4: Milam Magnet will embed technology for anytime, anywhere teaching and learning.

Evaluation Data Sources: Lesson Plans, Walkthroughs, Technology Lessons, SeeSaw (Pre K-2nd grade) and Google Classrooms (3rd-5th grade)

Summative Evaluation: None

Strategy 1: Use technology resources that will enable students, teachers and leaders to implement and monitor personalized learning for all, including the following: Learning Management System (LMS) and Adaptive Technology

Strategy's Expected Result/Impact: Students will fully participate in Imagine Learning, SeeSaw (Pre K-2nd grade), Google Classrooms (3rd-5th grade).

Staff Responsible for Monitoring: Principal, AP, IS, and Teachers

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements:
Demographics 1
Student Achievement 3
School Culture and Climate 4
School Context and Organization 3
Technology 2

Funding Sources:
State Comp Ed

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Strategy 2: Provide teachers with the necessary tools and training to embed technology in face to face and remote lessons.

Strategy's Expected Result/Impact: Students will fully participate in Imagine Learning, SeeSaw (Pre K-2nd grade), Google Classrooms (3rd-5th grade).

Staff Responsible for Monitoring: Principal, AP, IS, and Teachers

Title I Schoolwide Elements: 2.4, 2.6

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements:
Demographics 1
Student Achievement 3
School Culture and Climate 4
School Context and Organization 3
Technology 2

Funding Sources:
None

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May

No Progress Accomplished Continue/Modify Discontinue

Demographics

Problem Statement 1: At Milam in 3rd grade 24% of Economically Disadvantaged students, 26% of Hispanic students, 33% of White students, 29% of EL students, and 27% of all students scored meets grade level or above on the 2019 STAAR Reading. **Root Cause:** Ineffective focused Intervention, long term substitute for second semester, ineffective teacher on grade level, consistancy in Balanced Literacy Instruction and consistancy in Kinder-3rd grade. guided reading.

Student Achievement

Problem Statement 1: At Milam in 3rd grade 24% of Economically Disadvantaged students, 26% of Hispanic students, 33% of White students, 29% of EL students, and 27% of all students scored meets grade level or above on the 2019 STAAR Reading. **Root Cause:** Ineffective focused Intervention, long term substitute for second semester, ineffective teacher on grade level, consistancy in Balanced Literacy Instruction and consistancy in Kinder-3rd grade. guided reading.

School Culture and Climate

Problem Statement 1: At Milam in 3rd grade 24% of Economically Disadvantaged students, 26% of Hispanic students, 33% of White students, 29% of EL students, and 27% of all students scored meets grade level or above on the 2019 STAAR Reading. **Root Cause:** Ineffective focused Intervention, long term substitute for second semester, ineffective teacher on grade level, consistancy in Balanced Literacy Instruction and consistancy in Kinder-3rd grade. guided reading.

School Context and Organization

Problem Statement 1: At Milam in 3rd grade 24% of Economically Disadvantaged students, 26% of Hispanic students, 33% of White students, 29% of EL students, and 27% of all students scored meets grade level or above on the 2019 STAAR Reading. **Root Cause:** Ineffective focused Intervention, long term substitute for second semester, ineffective teacher on grade level, consistancy in Balanced Literacy Instruction and consistancy in Kinder-3rd grade. guided reading.

Technology

Problem Statement 1: At Milam in 3rd grade 24% of Economically Disadvantaged students, 26% of Hispanic students, 33% of White students, 29% of EL students, and 27% of all students scored meets grade level or above on the 2019 STAAR Reading. **Root Cause:** Ineffective focused Intervention, long term substitute for second semester, ineffective teacher on grade level, consistancy in Balanced Literacy Instruction and consistancy in Kinder-3rd grade. guided reading.

Performance Objective 5: Develop the adult collective understanding and shared vision of Social Emotional Learning (SEL) that creates systemic change where SEL can thrive.

Evaluation Data Sources: Character Education Lessons by Counselor 1 time monthly for Pre K-5th grade; Lower Referral Numbers

Summative Evaluation: None

Strategy 1: Staff will engage in professional learning about SEL research and practice.

Strategy's Expected Result/Impact: Awareness of SEL research and practice.

Staff Responsible for Monitoring: Principal, AP, Counselor, and Teachers

Title I Schoolwide Elements: 2.6

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum

Problem Statements:
Demographics 1
Student Achievement 3
School Culture and Climate 4
School Context and Organization 3
Technology 2

Funding Sources:
Local

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Strategy 2: Students will learn how to be healthy socially, emotionally and academically.

Strategy's Expected Result/Impact: All campus staff will reinforce this continually

Staff Responsible for Monitoring: Principal, AP, Counselor, and Teachers

Title I Schoolwide Elements: 2.5

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements:
Demographics 1
Student Achievement 3
School Culture and Climate 4
School Context and Organization 3
Technology 2

Funding Sources:
State School Safety

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No Progress | Accomplished | Continue/Modify | Discontinue

Demographics

Problem Statement 1: At Milam in 3rd grade 24% of Economically Disadvantaged students, 26% of Hispanic students, 33% of White students, 29% of EL students, and 27%

of all students scored meets grade level or above on the 2019 STAAR Reading. **Root Cause:** Ineffective focused Intervention, long term substitute for second semester, ineffective teacher on grade level, consistancy in Balanced Literacy Instruction and consistancy in Kinder-3rd grade. guided reading.

Student Achievement

Problem Statement 1: At Milam in 3rd grade 24% of Economically Disadvantaged students, 26% of Hispanic students, 33% of White students, 29% of EL students, and 27% of all students scored meets grade level or above on the 2019 STAAR Reading. **Root Cause:** Ineffective focused Intervention, long term substitute for second semester, ineffective teacher on grade level, consistancy in Balanced Literacy Instruction and consistancy in Kinder-3rd grade. guided reading.

School Culture and Climate

Problem Statement 1: At Milam in 3rd grade 24% of Economically Disadvantaged students, 26% of Hispanic students, 33% of White students, 29% of EL students, and 27% of all students scored meets grade level or above on the 2019 STAAR Reading. **Root Cause:** Ineffective focused Intervention, long term substitute for second semester, ineffective teacher on grade level, consistancy in Balanced Literacy Instruction and consistancy in Kinder-3rd grade. guided reading.

School Context and Organization

Problem Statement 1: At Milam in 3rd grade 24% of Economically Disadvantaged students, 26% of Hispanic students, 33% of White students, 29% of EL students, and 27% of all students scored meets grade level or above on the 2019 STAAR Reading. **Root Cause:** Ineffective focused Intervention, long term substitute for second semester, ineffective teacher on grade level, consistancy in Balanced Literacy Instruction and consistancy in Kinder-3rd grade. guided reading.

Technology

Problem Statement 1: At Milam in 3rd grade 24% of Economically Disadvantaged students, 26% of Hispanic students, 33% of White students, 29% of EL students, and 27% of all students scored meets grade level or above on the 2019 STAAR Reading. **Root Cause:** Ineffective focused Intervention, long term substitute for second semester, ineffective teacher on grade level, consistancy in Balanced Literacy Instruction and consistancy in Kinder-3rd grade. guided reading.

Performance Objective 6: Milam will provide a safe and supportive learning environment.

Evaluation Data Sources: Implement CHAMPS, Staff/Student/Parent Surveys

Summative Evaluation: None

Strategy 1: Awareness training for staff, students and parents will be provided in the area of sexual abuse and other maltreatment of children. All new staff will be trained during required new employee training on Darkness to Light, /Stewards of Child prevention program. Counselors will train all staff during on-campus professional development on prevention and reporting requirements. Required child abuse awareness posters for students will be displayed on all campuses.

Strategy's Expected Result/Impact: Safe and supportive Environment

Staff Responsible for Monitoring: Principal, AP, and Counselor

Title I Schoolwide Elements: 2.5, 2.6, 3.1

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Problem Statements:
Demographics 1
Student Achievement 3
School Culture and Climate 4
School Context and Organization 3
Technology 2

Funding Sources:
State School Safety

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Strategy 2: All School and SAS counselors will be trained yearly in ECISD crisis response procedures. All campus staff will be trained yearly during campus professional development concerning ECISD suicide prevention response procedures.

Strategy's Expected Result/Impact: Safe and supportive Environment

Staff Responsible for Monitoring: Principal, AP, and Counselor

Title I Schoolwide Elements: 2.6

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Problem Statements:
Demographics 1
Student Achievement 3
School Culture and Climate 4
School Context and Organization 3
Technology 2

Funding Sources:
None

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Strategy 3: The Milam comprehensive Guidance and Counseling curriculum will continue to be implemented in Pre K-5th grade to implement lessons that will include child abuse, bullying, conflict resolution, self efficacy, decision making, behavior and other social-emotional topics.

Strategy's Expected Result/Impact: Safe and supportive Environment

Staff Responsible for Monitoring: Principal, AP, and Counselor

Title I Schoolwide Elements: 2.6

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Problem Statements:
Demographics 1
Student Achievement 3
School Culture and Climate 4
School Context and Organization 3
Technology 2

Funding Sources:
None

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Strategy 4: Student Assistance Services Counselors will provide trauma-informed counseling services to address the social-emotional needs of at-risk students.

Strategy's Expected Result/Impact: Safe and supportive Environment

Staff Responsible for Monitoring: Principal, AP, Counselor, and SAS Counselor

Title I Schoolwide Elements: 2.5, 2.6

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Problem Statements:
Demographics 1
Student Achievement 3
School Culture and Climate 4
School Context and Organization 3
Technology 2

Funding Sources:
None

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Strategy 5: Teacher discipline management programs will be evaluated for alignment to CHAMPS, PBIS, and Conscious Discipline practices (SEL body of work).

Strategy's Expected Result/Impact: Safe and supportive Environment; Decrease in Referrals

Staff Responsible for Monitoring: Principal, AP, Counselor, CHAMPS Team, and Teachers

Title I Schoolwide Elements: 2.5, 2.6

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Problem Statements:
Demographics 1
Student Achievement 1, 2, 3
School Culture and Climate 4
School Context and Organization 3
Technology 2

Funding Sources:
None

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Strategy 6: Milam will attach the district's freedom from bullying policy and procedures which includes how to prevent, identify, respond to and report bullying. Administrators will follow all legal requirements pertaining to incidents of bullying. School counselors will provide guidance lessons or implement programs to include bullying prevention.

Strategy's Expected Result/Impact: Safe and supportive Environment

Staff Responsible for Monitoring: Principal, AP, and Counselor

Title I Schoolwide Elements: 2.6

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Problem Statements:
Demographics 1
Student Achievement 3
School Culture and Climate 4
School Context and Organization 3
Technology 2

Funding Sources:
State School Safety

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Strategy 7: Milam will model Relay School wide routines and procedures and provide coaching.

Strategy's Expected Result/Impact: Safe and supportive learning environment

Staff Responsible for Monitoring: Principal, AP, IS, and Teachers

Title I Schoolwide Elements: 2.5

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Problem Statements:
Demographics 1
Student Achievement 3
School Culture and Climate 4
School Context and Organization 3
Technology 2

Funding Sources:
Title One School- Improvement

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Strategy 8: Train all teachers and staff on the protocols and procedures for safety on campus including safety drills, COVID-19 hygiene procedures, and classroom routines.

Strategy's Expected Result/Impact: Staff and students will prepare by practicing for these types of emergencies and daily routines.

Staff Responsible for Monitoring: Principal, AP, and Teachers

Title I Schoolwide Elements: 2.5, 2.6

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture

Problem Statements:
Demographics 1
Student Achievement 3
School Culture and Climate 4
School Context and Organization 3
Technology 2

Funding Sources:
State School Safety

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0% No Progress 100% Accomplished Continue/Modify Discontinue

Demographics

Problem Statement 1: At Milam in 3rd grade 24% of Economically Disadvantaged students, 26% of Hispanic students, 33% of White students, 29% of EL students, and 27% of all students scored meets grade level or above on the 2019 STAAR Reading. **Root Cause:** Ineffective focused Intervention, long term substitute for second semester, ineffective teacher on grade level, consistancy in Balanced Literacy Instruction and consistancy in Kinder-3rd grade. guided reading.

Student Achievement

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Problem Statement 2: Milam Spring STAAR Released Math and Reading was below are campus target **Root Cause:** Not enough time to finish aggressive monitoring in the classroom and specific designed reteach lessons

Problem Statement 3: Milam has scored the state target in the area of student achievement. **Root Cause:** Teachers do not fully understand how to analyze formative and summative data for the purpose of achieving maximum student growth.

School Culture and Climate

Problem Statement 1: At Milam in 3rd grade 24% of Economically Disadvantaged students, 26% of Hispanic students, 33% of White students, 29% of EL students, and 27% of all students scored meets grade level or above on the 2019 STAAR Reading. **Root Cause:** Ineffective focused Intervention, long term substitute for second semester, ineffective teacher on grade level, consistancy in Balanced Literacy Instruction and consistancy in Kinder-3rd grade. guided reading.

School Context and Organization

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Technology

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Performance Objective 7: Milam will provide a data structure that can be utilized and accessed to inform processes.

Evaluation Data Sources: MAP Growth Assessments, Short Cycle Unit Assessments, Imagine Learning

Summative Evaluation: None

Strategy 1: Principal, AP, and Instructional Specialist will meet weekly with team to review data, create a plan of action, and discuss follow through.

Strategy's Expected Result/Impact: Improvement in identified areas of need.

Staff Responsible for Monitoring: Principal, AP, IS, and Teachers

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction

Problem Statements:
Demographics 1
Student Achievement 3
School Culture and Climate 4
School Context and Organization 3
Technology 2

Funding Sources:
Local

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Demographics

Problem Statement 1: At Milam in 3rd grade 24% of Economically Disadvantaged students, 26% of Hispanic students, 33% of White students, 29% of EL students, and 27% of all students scored meets grade level or above on the 2019 STAAR Reading. **Root Cause:** Ineffective focused Intervention, long term substitute for second semester, ineffective teacher on grade level, consistancy in Balanced Literacy Instruction and consistancy in Kinder-3rd grade. guided reading.

Student Achievement

Problem Statement 1: At Milam in 3rd grade 24% of Economically Disadvantaged students, 26% of Hispanic students, 33% of White students, 29% of EL students, and 27% of all students scored meets grade level or above on the 2019 STAAR Reading. **Root Cause:** Ineffective focused Intervention, long term substitute for second semester, ineffective teacher on grade level, consistancy in Balanced Literacy Instruction and consistancy in Kinder-3rd grade. guided reading.

School Culture and Climate

Problem Statement 1: At Milam in 3rd grade 24% of Economically Disadvantaged students, 26% of Hispanic students, 33% of White students, 29% of EL students, and 27% of all students scored meets grade level or above on the 2019 STAAR Reading. **Root Cause:** Ineffective focused Intervention, long term substitute for second semester, ineffective teacher on grade level, consistancy in Balanced Literacy Instruction and consistancy in Kinder-3rd grade. guided reading.

School Context and Organization

Problem Statement 1: At Milam in 3rd grade 24% of Economically Disadvantaged students, 26% of Hispanic students, 33% of White students, 29% of EL students, and 27% of all students scored meets grade level or above on the 2019 STAAR Reading. **Root Cause:** Ineffective focused Intervention, long term substitute for second semester, ineffective teacher on grade level, consistancy in Balanced Literacy Instruction and consistancy in Kinder-3rd grade. guided reading.

Technology

Problem Statement 1: At Milam in 3rd grade 24% of Economically Disadvantaged students, 26% of Hispanic students, 33% of White students, 29% of EL students, and 27% of all students scored meets grade level or above on the 2019 STAAR Reading. **Root Cause:** Ineffective focused Intervention, long term substitute for second semester, ineffective teacher on grade level, consistancy in Balanced Literacy Instruction and consistancy in Kinder-3rd grade. guided reading.

Performance Objective 8: Milam Magnet will establish and maintain strong partnerships with parents, the community, businesses, and local partnerships.

Evaluation Data Sources: Continue to seek out parents, community members, and business to volunteer and help in our school.

Summative Evaluation: None

Strategy 1: Encourage partnerships with community health-based agencies and individuals as educational resources to improve the wellness of ECISD students, faculty, staff, and their families.

Strategy's Expected Result/Impact: Significant progress made toward meeting Performance Objective

Staff Responsible for Monitoring: Principal, AP, VIPS Chair

Title I Schoolwide Elements: 2.5, 3.1, 3.2

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture

Problem Statements:
Demographics 2
Parent and Community Engagement 1, 2
School Context and Organization 4

Funding Sources:
Local

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Strategy 2: Milam Magnet will continue to encourage families to participate on our schoolwide Class Dojo to increase communication. Our goal is 100% participation.

Strategy's Expected Result/Impact: Our goal is 100% participation.
Reaching more parents with information and parent participation.

Staff Responsible for Monitoring: Principal, AP, and Teachers

Title I Schoolwide Elements: 3.2

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture

Problem Statements:
Demographics 2
Parent and Community Engagement 1, 2
School Context and Organization 4

Funding Sources:
Local

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Strategy 3: Milam Magnet teachers will meet with parents for two parent/teacher conferences per school year in person, via phone or via Zoom. Teachers will utilize student data folders for this discussion.

Strategy's Expected Result/Impact: 100% of our parent being informed about their child's academic performance.

Staff Responsible for Monitoring: Principal, AP, and Teachers

Title I Schoolwide Elements: 3.1, 3.2

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements:
Demographics 1, 2
Student Achievement 1, 2, 3
School Culture and Climate 4
Parent and Community Engagement 1, 2
School Context and Organization 3, 4
Technology 2

Funding Sources:
Local

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Strategy 4: All Milam teachers will have Classdojo to communicate with parents. Bi-Weekly Classroom news will be sent out by all classroom teachers. Information will also be sent out via the school story by Leadership team.

Strategy's Expected Result/Impact: Communication sent out via Classdojo.
Reaching more parents with information and parent participation.

Staff Responsible for Monitoring: Principal, Assistant Principal, Office Staff, Teachers

Title I Schoolwide Elements: 2.5, 3.2

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements:
Demographics 1
Student Achievement 3
School Culture and Climate 4
School Context and Organization 3
Technology 2

Funding Sources:
Local

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May

0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue

Demographics

Problem Statement 1: At Milam in 3rd grade 24% of Economically Disadvantaged students, 26% of Hispanic students, 33% of White students, 29% of EL students, and 27% of all students scored meets grade level or above on the 2019 STAAR Reading. **Root Cause:** Ineffective focused Intervention, long term substitute for second semester, ineffective teacher on grade level, consistancy in Balanced Literacy Instruction and consistancy in Kinder-3rd grade. guided reading.

Problem Statement 2: Not having higher participation at academic parent nights. **Root Cause:** Parents don't want to drive back to Milam for Family Academic Nights or bus transportation gets to their home too late to attend.

Student Achievement

Problem Statement 1: At Milam in 3rd grade 24% of Economically Disadvantaged students, 26% of Hispanic students, 33% of White students, 29% of EL students, and 27% of all students scored meets grade level or above on the 2019 STAAR Reading. **Root Cause:** Ineffective focused Intervention, long term substitute for second semester, ineffective teacher on grade level, consistancy in Balanced Literacy Instruction and consistancy in Kinder-3rd grade. guided reading.

Problem Statement 2: Milam Spring STAAR Released Math and Reading was below are campus target **Root Cause:** Not enough time to finish aggressive monitoring in the classroom and specific designed reteach lessons

Problem Statement 3: Milam has scored the state target in the area of student achievement. **Root Cause:** Teachers do not fully understand how to analyze formative and summative data for the purpose of achieving maximum student growth.

School Culture and Climate

Problem Statement 1: At Milam in 3rd grade 24% of Economically Disadvantaged students, 26% of Hispanic students, 33% of White students, 29% of EL students, and 27% of all students scored meets grade level or above on the 2019 STAAR Reading. **Root Cause:** Ineffective focused Intervention, long term substitute for second semester, ineffective teacher on grade level, consistancy in Balanced Literacy Instruction and consistancy in Kinder-3rd grade. guided reading.

Parent and Community Engagement

Problem Statement 1: We have high participation in Fine Arts Events, but have about 30%-40% attending academic parent nights. **Root Cause:** Schedules of working parents and outside demands (sports and fine arts)

Problem Statement 2: Not having higher participation at academic parent nights. **Root Cause:** Parents don't want to drive back to Milam for Family Academic Nights or bus transportation gets to their home too late to attend.

School Context and Organization

Problem Statement 1: At Milam in 3rd grade 24% of Economically Disadvantaged students, 26% of Hispanic students, 33% of White students, 29% of EL students, and 27% of all students scored meets grade level or above on the 2019 STAAR Reading. **Root Cause:** Ineffective focused Intervention, long term substitute for second semester, ineffective teacher on grade level, consistancy in Balanced Literacy Instruction and consistancy in Kinder-3rd grade. guided reading.

Problem Statement 3: Not having higher participation at academic parent nights. **Root Cause:** Parents don't want to drive back to Milam for Family Academic Nights or bus transportation gets to their home too late to attend.

Technology

Problem Statement 1: At Milam in 3rd grade 24% of Economically Disadvantaged students, 26% of Hispanic students, 33% of White students, 29% of EL students, and 27% of all students scored meets grade level or above on the 2019 STAAR Reading. **Root Cause:** Ineffective focused Intervention, long term substitute for second semester, ineffective teacher on grade level, consistancy in Balanced Literacy Instruction and consistancy in Kinder-3rd grade. guided reading.

Goal 2: Invest in Talent: Milam will recruit, develop and retain highly-effective individuals who are invested in looking at tomorrow to inform their practices today.

Performance Objective 1: In 2020-21, ECISD will offer a job-embedded, personalized professional learning system for teachers and administrators.

Evaluation Data Sources: Learning Management System (LMS)
Employee Performance Evaluations
Staff Retention Rates
Eduphoria STRIVE
Staff Exit Survey Data

Summative Evaluation: None

Strategy 1: Campus administrators will conduct a minimum of five documented walkthroughs and or observation and feedback meetings per week.

Strategy's Expected Result/Impact: Improved learning time

Staff Responsible for Monitoring: Principal, AP, and IS

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Problem Statements:
Demographics 1
Student Achievement 3
School Culture and Climate 4
School Context and Organization 3
Technology 2

Funding Sources:
None

Formative
Oct
Jan
Mar
Summative
May

Strategy 2: Campus instructional support with feedback and coaching to improve practices in the classroom.

Strategy's Expected Result/Impact: Support leads to teachers feeling more supported and in return retention of teachers.

Staff Responsible for Monitoring: Principal, AP, and IS

Title I Schoolwide Elements: 2.5

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Effective, Well-Supported Teachers

Problem Statements:
Demographics 1
Student Achievement 1, 2, 3
School Culture and Climate 1, 2, 4
School Context and Organization 3
Technology 2

Funding Sources:
Local

Formative
Oct
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Summative
May

Strategy 3: All teachers will attend Grade Level PLC's.

Strategy's Expected Result/Impact: Improve teaching and learning

Staff Responsible for Monitoring: Principal, AP, IS, and Teachers

Title I Schoolwide Elements: 2.4

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction

Problem Statements:
Demographics 1
Student Achievement 3
School Culture and Climate 4
Curriculum, Instruction, and Assessment 3
School Context and Organization 1, 2, 3
Technology 2

Funding Sources:
Local

Formative
Oct
Jan
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Summative
May

Strategy 4: Teachers will attend their assigned Vertical PLC one time monthly (ELAR, Math, Social Studies, or Science)

Strategy's Expected Result/Impact: Improving teaching and learning

Staff Responsible for Monitoring: Principal, Assistant Principal, IS, and Vertical Teams

Title I Schoolwide Elements: 2.4

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction

Problem Statements:
Demographics 1
Student Achievement 3
School Culture and Climate 4
Curriculum, Instruction, and Assessment 3
School Context and Organization 1, 2, 3
Technology 2

Funding Sources:
Local

Formative
Oct
Jan
Mar
Summative
May

Strategy 5: 100% of Milam teachers will complete the ECISD laptop initiative to enhance instruction and for data monitoring purposes.

Strategy's Expected Result/Impact: All teachers will have their laptops to use with virtual learning.

Staff Responsible for Monitoring: Teachers, Principal, Assistant Principal

Title I Schoolwide Elements: 2.4, 2.5

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers

Problem Statements:
Technology 1

Funding Sources:
State Comp Ed

Formative
Oct
Jan
Mar
Summative
May

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Demographics

Problem Statement 1: At Milam in 3rd grade 24% of Economically Disadvantaged students, 26% of Hispanic students, 33% of White students, 29% of EL students, and 27% of all students scored meets grade level or above on the 2019 STAAR Reading. **Root Cause:** Ineffective focused Intervention, long term substitute for second semester, ineffective teacher on grade level, consistancy in Balanced Literacy Instruction and consistancy in Kinder-3rd grade. guided reading.

Student Achievement

Problem Statement 1: At Milam in 3rd grade 24% of Economically Disadvantaged students, 26% of Hispanic students, 33% of White students, 29% of EL students, and 27% of all students scored meets grade level or above on the 2019 STAAR Reading. **Root Cause:** Ineffective focused Intervention, long term substitute for second semester, ineffective teacher on grade level, consistancy in Balanced Literacy Instruction and consistancy in Kinder-3rd grade. guided reading.

Problem Statement 2: Milam Spring STAAR Released Math and Reading was below are campus target **Root Cause:** Not enough time to finish aggressive monitoring in the classroom and specific designed reteach lessons

Problem Statement 3: Milam has scored the state target in the area of student achievement. **Root Cause:** Teachers do not fully understand how to analyze formative and summative data for the purpose of achieving maximum student growth.

School Culture and Climate

Problem Statement 1: At Milam in 3rd grade 24% of Economically Disadvantaged students, 26% of Hispanic students, 33% of White students, 29% of EL students, and 27% of all students scored meets grade level or above on the 2019 STAAR Reading. **Root Cause:** Ineffective focused Intervention, long term substitute for second semester, ineffective teacher on grade level, consistancy in Balanced Literacy Instruction and consistancy in Kinder-3rd grade. guided reading.

Problem Statement 2: After conferencing with teachers, some teacher retention is due to requirement to teach extended day magnet for 1 to 2-9 weeks for general education teachers and all 4-9 weeks for Fine Arts Teachers. **Root Cause:** Not all teachers want to teach extended day due to the extra hour teaching time.

Problem Statement 3: Implementation of Relay and the time it took to prepare for PLC's was too much. **Root Cause:** New professional practice that was just being learned.

Curriculum, Instruction, and Assessment

Problem Statement 3: Teacher training provided with no follow up. **Root Cause:** Teachers not able to develop due to lack of follow up with training , excess districts mandates and ever changing district expectation.

School Context and Organization

Problem Statement 1: At Milam in 3rd grade 24% of Economically Disadvantaged students, 26% of Hispanic students, 33% of White students, 29% of EL students, and 27% of all students scored meets grade level or above on the 2019 STAAR Reading. **Root Cause:** Ineffective focused Intervention, long term substitute for second semester, ineffective teacher on grade level, consistancy in Balanced Literacy Instruction and consistancy in Kinder-3rd grade. guided reading.

Problem Statement 2: Teacher experience is varied at Milam. We have 61% of our teachers that have been teaching 10 or more years. **Root Cause:** Providing quality staff development to grow the entire campus when needs vary so greatly and finding funding to provide some of the training.

Problem Statement 4: Lack of quality TIER 1 instruction resulted in poor student performance of all sub populations in all core areas. **Root Cause:** 1. Lack of quality lesson planning with appropriate levels of rigor.

Technology

Problem Statement 1: At Milam in 3rd grade 24% of Economically Disadvantaged students, 26% of Hispanic students, 33% of White students, 29% of EL students, and 27% of all students scored meets grade level or above on the 2019 STAAR Reading. **Root Cause:** Ineffective focused Intervention, long term substitute for second semester, ineffective teacher on grade level, consistancy in Balanced Literacy Instruction and consistancy in Kinder-3rd grade. guided reading.

Problem Statement 2: Teacher, staff, and student are still learning how to use many of tools, apps, or programs to be successful.. **Root Cause:** Lack of personalized training.

Performance Objective 2: Milam's teacher retention rate will increase from 87% in 2020 to 92% in 2021.

Evaluation Data Sources: End of Year Teacher Retention Rate

Summative Evaluation: None

Strategy 1: Relay coaching will be implemented by Leadership Team through use of Observation and Coaching to identify areas of need in instruction and promote teacher growth.

Strategy's Expected Result/Impact: Grow Highly Effective Teachers

Staff Responsible for Monitoring: Principal, AP, and IS

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction

Problem Statements:
Demographics 1
Student Achievement 3
School Culture and Climate 1, 2, 4
Staff Quality, Recruitment, and Retention 1
School Context and Organization 3
Technology 2

Funding Sources:
None

Formative	Summative
Oct	May
Jan	
Mar	

Strategy 2: Pre K aides to assist with class size and assist the teacher in carrying out the prescribed program for each student in two Pre K classes.

Strategy's Expected Result/Impact: 1:11 student ratio for increased engagement and small group instruction.

Staff Responsible for Monitoring: Principal, Assistant Principal, Four Pre K Aides

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum

Problem Statements:
Demographics 1
Student Achievement 3
School Culture and Climate 4
School Context and Organization 3
Technology 2

Funding Sources:
4 Pre K Aide Salaries Title One School-wide

Formative	Summative
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Mar	

Strategy 3: Utilize culture building strategies such as celebrating teacher successes with shout outs, luncheons, snack cart for positive reinforcement.

Strategy's Expected Result/Impact: Improved teacher retention/moral

Staff Responsible for Monitoring: Principal and AP

Title I Schoolwide Elements: 2.4

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture

Problem Statements:
School Culture and Climate 1
Staff Quality, Recruitment, and Retention 1

Funding Sources:
Local

Formative
Oct
Jan
Mar
Summative
May

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Demographics

Problem Statement 1: At Milam in 3rd grade 24% of Economically Disadvantaged students, 26% of Hispanic students, 33% of White students, 29% of EL students, and 27% of all students scored meets grade level or above on the 2019 STAAR Reading. **Root Cause:** Ineffective focused Intervention, long term substitute for second semester, ineffective teacher on grade level, consistancy in Balanced Literacy Instruction and consistancy in Kinder-3rd grade. guided reading.

Student Achievement

Problem Statement 1: At Milam in 3rd grade 24% of Economically Disadvantaged students, 26% of Hispanic students, 33% of White students, 29% of EL students, and 27% of all students scored meets grade level or above on the 2019 STAAR Reading. **Root Cause:** Ineffective focused Intervention, long term substitute for second semester, ineffective teacher on grade level, consistancy in Balanced Literacy Instruction and consistancy in Kinder-3rd grade. guided reading.

School Culture and Climate

Problem Statement 1: At Milam in 3rd grade 24% of Economically Disadvantaged students, 26% of Hispanic students, 33% of White students, 29% of EL students, and 27% of all students scored meets grade level or above on the 2019 STAAR Reading. **Root Cause:** Ineffective focused Intervention, long term substitute for second semester, ineffective teacher on grade level, consistancy in Balanced Literacy Instruction and consistancy in Kinder-3rd grade. guided reading.

Problem Statement 2: After conferencing with teachers, some teacher retention is due to requirement to teach extended day magnet for 1 to 2-9 weeks for general education teachers and all 4-9 weeks for Fine Arts Teachers. **Root Cause:** Not all teachers want to teach extended day due to the extra hour teaching time.

Problem Statement 3: Implementation of Relay and the time it took to prepare for PLC's was too much. **Root Cause:** New professional practice that was just being learned.

Staff Quality, Recruitment, and Retention

Problem Statement 1: A large applicant pool of teachers does not exist in ECISD. **Root Cause:** The high cost of living and oil industry in Odessa has limited applicant pool.

School Context and Organization

Problem Statement 1: At Milam in 3rd grade 24% of Economically Disadvantaged students, 26% of Hispanic students, 33% of White students, 29% of EL students, and 27% of all students scored meets grade level or above on the 2019 STAAR Reading. **Root Cause:** Ineffective focused Intervention, long term substitute for second semester, ineffective teacher on grade level, consistancy in Balanced Literacy Instruction and consistancy in Kinder-3rd grade. guided reading.

Technology

Problem Statement 1: At Milam in 3rd grade 24% of Economically Disadvantaged students, 26% of Hispanic students, 33% of White students, 29% of EL students, and 27% of all students scored meets grade level or above on the 2019 STAAR Reading. **Root Cause:** Ineffective focused Intervention, long term substitute for second semester,

ineffective teacher on grade level, consistancy in Balanced Literacy Instruction and consistancy in Kinder-3rd grade. guided reading.

Goal 3: Milam will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. Milam will equip students to be adaptable in an ever-changing society

Performance Objective 1: The percentage of students reading on grade level in grades K-2 will increase 5% from the BOY MAP to EOY MAP assessment.

Evaluation Data Sources: MAP Growth

Summative Evaluation: None

Strategy 1: Milam will follow district curriculum and literacy blocks to ensure student success		
Strategy's Expected Result/Impact: 5% increase in BOY to EOY MAP **Staff Responsible for Monitoring:** Principal, AP, IS, and Teachers **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	**Problem Statements:** Demographics 1 Student Achievement 3 School Culture and Climate 4 School Context and Organization 3 Technology 2 **Funding Sources:** Local	**Formative** **Oct** **Jan** **Mar** **Summative** **May**

Strategy 2: Milam's Instructional Specialist will work with teachers during PLC's and planning time with a focus on instruction.

Strategy's Expected Result/Impact: Teachers will be responsible for creating a backwards planning mat for each unit and a calendar to plan out the # of days of instruction.

Staff Responsible for Monitoring: Principal, AP, IS, and Teachers

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements:
Demographics 1
Student Achievement 1, 3
School Culture and Climate 4
School Context and Organization 3
Technology 2

Funding Sources:
None

Formative
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Strategy 3: Pre K will use Frogstreet Press to ensure students know their letter sounds.

Strategy's Expected Result/Impact: None

Staff Responsible for Monitoring: Pre K teachers, Principal, Assistant Principal. Special Education Teacher

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements:
Demographics 1
Student Achievement 3
School Culture and Climate 4
School Context and Organization 3
Technology 2

Funding Sources:
State Pre-K

Formative
Oct
Jan
Mar
Summative
May

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Demographics

Problem Statement 1: At Milam in 3rd grade 24% of Economically Disadvantaged students, 26% of Hispanic students, 33% of White students, 29% of EL students, and 27% of all students scored meets grade level or above on the 2019 STAAR Reading. **Root Cause:** Ineffective focused Intervention, long term substitute for second semester, ineffective teacher on grade level, consistancy in Balanced Literacy Instruction and consistancy in Kinder-3rd grade. guided reading.

Student Achievement

Problem Statement 1: At Milam in 3rd grade 24% of Economically Disadvantaged students, 26% of Hispanic students, 33% of White students, 29% of EL students, and 27% of all students scored meets grade level or above on the 2019 STAAR Reading. **Root Cause:** Ineffective focused Intervention, long term substitute for second semester, ineffective teacher on grade level, consistancy in Balanced Literacy Instruction and consistancy in Kinder-3rd grade. guided reading.

Problem Statement 2: Milam Spring STAAR Released Math and Reading was below are campus target **Root Cause:** Not enough time to finish aggressive monitoring in the classroom and specific designed reteach lessons

School Culture and Climate

Problem Statement 1: At Milam in 3rd grade 24% of Economically Disadvantaged students, 26% of Hispanic students, 33% of White students, 29% of EL students, and 27% of all students scored meets grade level or above on the 2019 STAAR Reading. **Root Cause:** Ineffective focused Intervention, long term substitute for second semester, ineffective teacher on grade level, consistancy in Balanced Literacy Instruction and consistancy in Kinder-3rd grade. guided reading.

School Context and Organization

Problem Statement 1: At Milam in 3rd grade 24% of Economically Disadvantaged students, 26% of Hispanic students, 33% of White students, 29% of EL students, and 27% of all students scored meets grade level or above on the 2019 STAAR Reading. **Root Cause:** Ineffective focused Intervention, long term substitute for second semester, ineffective teacher on grade level, consistancy in Balanced Literacy Instruction and consistancy in Kinder-3rd grade. guided reading.

Technology

Problem Statement 1: At Milam in 3rd grade 24% of Economically Disadvantaged students, 26% of Hispanic students, 33% of White students, 29% of EL students, and 27% of all students scored meets grade level or above on the 2019 STAAR Reading. **Root Cause:** Ineffective focused Intervention, long term substitute for second semester, ineffective teacher on grade level, consistancy in Balanced Literacy Instruction and consistancy in Kinder-3rd grade. guided reading.

Performance Objective 2: 3rd grade Reading "Meets" percentages will increase from 32% (2019 STAAR) to 37% as measured by the 2021 STAAR assessment.

3rd Grade Reading from 32% to 37%
4th Grade Reading from 33% to 38%
5th Grade Reading from 38% to 43%
4th Grade Writing from 29% to 34%.

Evaluation Data Sources: Short Cycle Assessments, District Benchmarks, STAAR 2021 results

Summative Evaluation: None

Strategy 1: Milam will follow district curriculum, scope and sequence and balanced literacy program to ensure student growth.

Strategy's Expected Result/Impact: Meets from 30% to 35%

Staff Responsible for Monitoring: Principal, AP, IS, and Teachers

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements:
Demographics 1
Student Achievement 3
School Culture and Climate 4
School Context and Organization 3
Technology 2

Funding Sources:
None

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Strategy 2: All Kindergarten-3rd grade teachers, Principal, AP, Instructional Specialist, Special Education teacher, and Dyslexia Interventionist will participate in Reading Academies and implement strategies.

Strategy's Expected Result/Impact: Increase the foundation of literacy.

Staff Responsible for Monitoring: Kindergarten-3rd grade teachers, Principal, AP, Instructional Specialist, Special Education teacher, and Dyslexia Interventionist

Title I Schoolwide Elements: 2.4, 2.6

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements:
Demographics 1
Student Achievement 2, 3
School Culture and Climate 4
School Context and Organization 1, 2, 3
Technology 2

Funding Sources:
State Comp Ed

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Strategy 3: Milam will implement balanced literacy for K-5. Local and collaborative resources will be utilized to ensure a quality approach. Student performance on standardized measures, teacher feedback, and administrative feedback will be reviewed to gauge progress of the initiative and implementation of the initiative.

Strategy's Expected Result/Impact: Guided reading environmental checklist and rubrics

Staff Responsible for Monitoring: Teachers, Principal, Assistant Principal, and Instructional Specialist

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements:
Demographics 1
Student Achievement 3
School Culture and Climate 4
School Context and Organization 3
Technology 2

Funding Sources:
Local

Formative
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Strategy 4: We will utilize a dyslexia specialist to improve reading performance on campus to plan, direct, and evaluate the learning experience of students who have been identified as having dyslexic characteristics in order for them to become successful readers. To facilitate implementation of reading interventions by creating and maintaining superior standards of teaching, learning, and support services so that campus and district objectives may be better achieved.

Strategy's Expected Result/Impact: Improved Reading Performance for all identified Dyslexia students.

Staff Responsible for Monitoring: Principal, Assistant Principal, Dyslexia Interventionist, Teachers

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction

Problem Statements:
Demographics 1
Student Achievement 3
School Culture and Climate 4
School Context and Organization 3
Technology 2

Funding Sources:
Salary for Dyslexia Interventionist State Dyslexia

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Strategy 5: The ELAR vertical team has developed writing expectations Pre K-5th grade and all classroom teachers will ensure that these expectation are utilized.

Strategy's Expected Result/Impact: District required writing samples,
Writing Portfolios, 4th grade STAAR Writing Results, Short Cycle Assessments, District Assessments

Staff Responsible for Monitoring: Teachers, Principal, Assistant Principal, and Instructional Specialist

Title I Schoolwide Elements: 2.4, 2.5

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements:
Demographics 1
Student Achievement 3
School Culture and Climate 4
School Context and Organization 3
Technology 2

Funding Sources:
Local

Formative
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May

Strategy 6: All Milam 4th grade teachers will use Education Galaxy and Liftoff to Target TEKS Specific Objectives for 4th grade Writing to improve vocabulary development, writing elaboration, sentence construction and usage, development of critical thinking skill, reinforce ELAR TEKS.

Strategy's Expected Result/Impact: Growth in Writing skills

Staff Responsible for Monitoring: Principal, AP, IS, and 4th grade Teachers

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements:
Demographics 1
Student Achievement 3
School Culture and Climate 4
School Context and Organization 3
Technology 2

Funding Sources:
Education Galaxy licenses for 4th grade Writing Title One School-wide $800

Formative
Oct
Jan
Mar
Summative
May

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Demographics

Problem Statement 1: At Milam in 3rd grade 24% of Economically Disadvantaged students, 26% of Hispanic students, 33% of White students, 29% of EL students, and 27% of all students scored meets grade level or above on the 2019 STAAR Reading. **Root Cause:** Ineffective focused Intervention, long term substitute for second semester, ineffective teacher on grade level, consistancy in Balanced Literacy Instruction and consistancy in Kinder-3rd grade. guided reading.

Student Achievement

Problem Statement 1: At Milam in 3rd grade 24% of Economically Disadvantaged students, 26% of Hispanic students, 33% of White students, 29% of EL students, and 27% of all students scored meets grade level or above on the 2019 STAAR Reading. **Root Cause:** Ineffective focused Intervention, long term substitute for second semester, ineffective teacher on grade level, consistancy in Balanced Literacy Instruction and consistancy in Kinder-3rd grade. guided reading.

Problem Statement 3: Milam has scored the state target in the area of student achievement. **Root Cause:** Teachers do not fully understand how to analyze formative and summative data for the purpose of achieving maximum student growth.

School Culture and Climate

Problem Statement 1: At Milam in 3rd grade 24% of Economically Disadvantaged students, 26% of Hispanic students, 33% of White students, 29% of EL students, and 27% of all students scored meets grade level or above on the 2019 STAAR Reading. **Root Cause:** Ineffective focused Intervention, long term substitute for second semester, ineffective teacher on grade level, consistancy in Balanced Literacy Instruction and consistancy in Kinder-3rd grade. guided reading.

School Context and Organization

Problem Statement 1: At Milam in 3rd grade 24% of Economically Disadvantaged students, 26% of Hispanic students, 33% of White students, 29% of EL students, and 27% of all students scored meets grade level or above on the 2019 STAAR Reading. **Root Cause:** Ineffective focused Intervention, long term substitute for second semester, ineffective teacher on grade level, consistancy in Balanced Literacy Instruction and consistancy in Kinder-3rd grade. guided reading.

Problem Statement 2: Teacher experience is varied at Milam. We have 61% of our teachers that have been teaching 10 or more years. **Root Cause:** Providing quality staff

development to grow the entire campus when needs vary so greatly and finding funding to provide some of the training.

Problem Statement 4: Lack of quality TIER 1 instruction resulted in poor student performance of all sub populations in all core areas. **Root Cause:** 1. Lack of quality lesson planning with appropriate levels of rigor.

Technology

Problem Statement 1: At Milam in 3rd grade 24% of Economically Disadvantaged students, 26% of Hispanic students, 33% of White students, 29% of EL students, and 27% of all students scored meets grade level or above on the 2019 STAAR Reading. **Root Cause:** Ineffective focused Intervention, long term substitute for second semester, ineffective teacher on grade level, consistancy in Balanced Literacy Instruction and consistancy in Kinder-3rd grade. guided reading.

Performance Objective 3: 3rd grade Math "Meets" percentages will increase from 36% (2019 STAAR) to 41% as measured by the 2021 STAAR assessment.

3rd Grade Math from 36% to 41%
4th Grade Math from 36% to 41%
5th Grade Math from 38% to 43%

Evaluation Data Sources: Short Cycle Assessments, District Benchmarks, STAAR 2021 results

Summative Evaluation: None

Strategy 1: Milam will follow district curriculum, scope and sequence and Number Talks to increase conceptual understanding of numbers to ensure student growth.

Strategy's Expected Result/Impact: Meets from 36% to 41% as measured on STAAR 2021
Walkthroughs, Performance data, STAAR Domains 1, 2a, 2b and 3, Imagine Math, Short Cycle Assessments, District Benchmarks

Staff Responsible for Monitoring: Principal, AP, IS, Teachers, and Math Vertical Team

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements:
Demographics 1
Student Achievement 3
School Culture and Climate 4
School Context and Organization 3
Technology 2

Funding Sources:
Local

Formative
Oct
Jan
Mar
Summative
May

Strategy 2: Teachers and instructional staff will follow the district's Math scope and sequence and lesson plans with fidelity. Administrators will ensure teachers consistently implement lessons and will monitor the implementation of Pre K-5 Math Curriculum.

*Instructional Specialist and administrators will provide ongoing lesson planning in PLCs.

*We will utilize student assessment data to form tutoring/intervention groups for students to grow to meets status in math by using teacher tutoring, day tutors, and after school tutoring.

Strategy's Expected Result/Impact: Increase meets percentage by 10% by May 2021.

Staff Responsible for Monitoring: Teachers, Principal, Assistant Principal, and Instructional Specialist

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements:
Demographics 1
Student Achievement 3
School Culture and Climate 4
School Context and Organization 3
Technology 2

Funding Sources:
Local

Formative
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May

Strategy 3: Milam staff will use targeted math intervention with an emphasis on problem solving as well as increased focus on teacher staff development and vertical planning. Guided math expectations will be established. K-5 grade teachers will implement 1st 21 days to integrate guided math/small group math strategies during core and RTI intervention scheduled times. All classrooms will utilize guided math/small group math instruction after the 1st 21 days of school. Math stations will be incorporated to include a problem solving station TEKS target the question from Lone Star, daily TEKS Target practice to implement a conceptual spiral review practice during math stations.

Strategy's Expected Result/Impact: Walkthroughs, Performance data, STAAR Domains 1, 2a, 2b and 3, Imagine Math, Short Cycle Assessments, District Benchmarks

Staff Responsible for Monitoring: Teachers, Principal, Assistant Principal, and Instructional Specialist

Title I Schoolwide Elements: 2.4, 2.5

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements:
Demographics 1
Student Achievement 3
School Culture and Climate 4
School Context and Organization 3
Technology 2

Funding Sources:
None

Formative
Oct
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Summative
May

Strategy 4: All Milam teacher in grades Kinder-5th will use TEKSas Target Practice to spiral all Math TEKS daily in order for students to master grade level math TEKS.

Strategy's Expected Result/Impact: Increased performance on STAAR, Imagine Math, Short Cycle Assessments, District Benchmarks, and MAP Assessments

Staff Responsible for Monitoring: Teachers, Principal, Assistant Principal, and Instructional Specialist

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements:
Demographics 1
Student Achievement 3
School Culture and Climate 4
School Context and Organization 3
Technology 2

Funding Sources:
LoneStar LearningTarget Math: 22 licenses @ $89.99=$1,979.78
Title One School-wide $1,979.78

Formative
Oct
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No Progress	Accomplished	Continue/Modify	Discontinue

Demographics

Problem Statement 1: At Milam in 3rd grade 24% of Economically Disadvantaged students, 26% of Hispanic students, 33% of White students, 29% of EL students, and 27% of all students scored meets grade level or above on the 2019 STAAR Reading. **Root Cause:** Ineffective focused Intervention, long term substitute for second semester, ineffective teacher on grade level, consistancy in Balanced Literacy Instruction and consistancy in Kinder-3rd grade. guided reading.

Student Achievement

Problem Statement 1: At Milam in 3rd grade 24% of Economically Disadvantaged students, 26% of Hispanic students, 33% of White students, 29% of EL students, and 27% of all students scored meets grade level or above on the 2019 STAAR Reading. **Root Cause:** Ineffective focused Intervention, long term substitute for second semester, ineffective teacher on grade level, consistancy in Balanced Literacy Instruction and consistancy in Kinder-3rd grade. guided reading.

School Culture and Climate

Problem Statement 1: At Milam in 3rd grade 24% of Economically Disadvantaged students, 26% of Hispanic students, 33% of White students, 29% of EL students, and 27% of all students scored meets grade level or above on the 2019 STAAR Reading. **Root Cause:** Ineffective focused Intervention, long term substitute for second semester, ineffective teacher on grade level, consistancy in Balanced Literacy Instruction and consistancy in Kinder-3rd grade. guided reading.

School Context and Organization

Problem Statement 1: At Milam in 3rd grade 24% of Economically Disadvantaged students, 26% of Hispanic students, 33% of White students, 29% of EL students, and 27% of all students scored meets grade level or above on the 2019 STAAR Reading. **Root Cause:** Ineffective focused Intervention, long term substitute for second semester, ineffective teacher on grade level, consistancy in Balanced Literacy Instruction and consistancy in Kinder-3rd grade. guided reading.

Technology

Problem Statement 1: At Milam in 3rd grade 24% of Economically Disadvantaged students, 26% of Hispanic students, 33% of White students, 29% of EL students, and 27% of all students scored meets grade level or above on the 2019 STAAR Reading. **Root Cause:** Ineffective focused Intervention, long term substitute for second semester, ineffective teacher on grade level, consistancy in Balanced Literacy Instruction and consistancy in Kinder-3rd grade. guided reading.

Performance Objective 4: The percentage of students that Met Standard on all subjects/grades tested will increase from 37% (2019 STAAR) to 41% as measured by the 2021 STAAR assessment.

Evaluation Data Sources: 2021 STAAR Results

Summative Evaluation: None

Strategy 1: 1) Follow the District's Scope and Sequence K-5 in Science with fidelity.

*Utilize PLCs for planning of instruction guided by Instructional Specialist.

*We will utilize student assessment data to form intervention groups for students to grow to meets standard in Science.

*Disaggregate Science data in PLCs to ensure growth is made .

Strategy's Expected Result/Impact: 10% increase in the Meets Standard on state assessments in Science by May 2021

Staff Responsible for Monitoring: Teachers, Principal, Assistant Principal, and Instructional Specialist

Title I Schoolwide Elements: 2.4, 2.5

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements:
Demographics 1
Student Achievement 3
School Culture and Climate 4
School Context and Organization 3
Technology 2

Funding Sources:
None

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Strategy 2: Implement a consistent process to disaggregate data and monitor data through PLC's and grade level data meetings.

Strategy's Expected Result/Impact: Data will reflect data driven lessons/instruction.
Students for all tested grades and content areas will achieve the Meets Standard on short cycle assessments, release tests and STAAR 2021 at improved rate of 20%.

Staff Responsible for Monitoring: Teachers, Principal, Assistant Principal, Instructional Specialist

Title I Schoolwide Elements: 2.4

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements:
Demographics 1
Student Achievement 3
School Culture and Climate 4
School Context and Organization 3
Technology 2

Funding Sources:
Local

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Strategy 3: Milam will target small group instruction based on student data following the recommended RTI model to increase student achievement.
STAAR assessments and district benchmark data will show progress.

Strategy's Expected Result/Impact: STAAR assessments and district benchmark data will show progress.
Data, RTI intervention plans, PLC agendas, Minutes, Monthly Progress Data campus-wide

Staff Responsible for Monitoring: Teachers, Principal, Assistant Principal, RTI Coordinator

Title I Schoolwide Elements: 2.4, 2.5

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements:
Demographics 1
Student Achievement 3
School Culture and Climate 4
School Context and Organization 3
Technology 2

Funding Sources:
Local

Formative
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Summative
May

Strategy 4: Administrators will monitor District Managed Curriculum implementation through walkthroughs, lesson plan review and PLC format.

Strategy's Expected Result/Impact: Increased performance on On-going Short Cycle Assessments ,Short Cycle Teacher Made Assessment, Imagine Learning, and Map Assessment

Staff Responsible for Monitoring: Teachers, Principal, Assistant Principal, Instructional Specialist

Title I Schoolwide Elements: 2.4, 2.5

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements:
Demographics 1
Student Achievement 3
School Culture and Climate 4
School Context and Organization 3
Technology 2

Funding Sources:
Local

Formative
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Strategy 5: Fine Arts teachers will support district curriculum and grade level TEKS by integration in fine arts classes.

Strategy's Expected Result/Impact: Shared lesson plans with fine arts teachers, Lesson Plans, Walkthroughs

Staff Responsible for Monitoring: Teachers, Fine Arts teachers, Principal, Assistant Principal

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 2: Effective, Well-Supported Teachers

Problem Statements:
Demographics 1
Student Achievement 3
School Culture and Climate 4
School Context and Organization 3
Technology 2

Funding Sources:
Local

Formative
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Strategy 6: We will monitor student growth, special education students, as well as all children that drop tier levels based on Imagine Learning data, MAP Assessments, and district curriculum unit assessments. All teachers will monitor tier movement through guided reading and guided math as well as tier one instruction.

Strategy's Expected Result/Impact: Performance Data, Individual Growth Plans, RTI Data, Lesson Plans

Staff Responsible for Monitoring: Teachers, Principal, Assistant Principal. Special Education Teacher

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements:
Demographics 1
Student Achievement 3
School Culture and Climate 4
School Context and Organization 3
Technology 2

Funding Sources:
None

Formative
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Strategy 7: Milam will use learning and feedback from Relay to coach teachers and improve student engagement, instruction, and increase assessment results. The use of Get Better Faster to improve overall accountability.

Strategy's Expected Result/Impact: Overall improvement on short cycle assessments, district benchmarks, 20201 STAAR Tests. Use of Data Collection Forms, Coaching notes, videos, assessment data.

Staff Responsible for Monitoring: Relay team, Principal, Assistant Principal, Instructional Specialist

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements:
Demographics 1
Student Achievement 3
School Culture and Climate 4
School Context and Organization 3
Technology 2

Funding Sources:
Local

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Strategy 8: Milam's teaching and learning will include blended learning.

Strategy's Expected Result/Impact: Teachers will create a blended learning environment where students will use technology and in class support. Complete Blended Learning Book Study and implementation.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialist, and Teachers

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements:
Demographics 1
Student Achievement 3
School Culture and Climate 4
Curriculum, Instruction, and Assessment 3
School Context and Organization 1, 3
Technology 2

Funding Sources:
Local $1,500

Formative
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Strategy 9: Milam will use formal and informal assessment to identify students and areas of need to make one years growth.

Strategy's Expected Result/Impact: Increase the number of students meeting approaches, meets, and mastery with no decreases in scores.

Staff Responsible for Monitoring: Principal, AP, IS, and Teachers

Title I Schoolwide Elements: 2.5

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Problem Statements:
Demographics 1
Student Achievement 3
School Culture and Climate 4
School Context and Organization 3
Technology 2

Funding Sources:
Local

Formative
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Strategy 10: 10 teachers from Milam will participate in the Relay teacher training.

Strategy's Expected Result/Impact: Attendance in all trainings.
Implementation of :
August 3 & 4-Routines & procedures (Day 1), Unpacking standards (Day 1), Writing the objective (Day 2), Creating aligned exit tickets (Day 2), Planning a strong "I Do" (Day 2)
September 3-Writing the exemplar, Student practice
September 25- Aggressive monitoring
November 6-Reteach 101 and 201

Staff Responsible for Monitoring: Principal, AP, IS
Attendees: Franco, Allison, Flack, Lujan, Fuentes, Benavidez, Del Bosque, Starkes, Heronema, Zapata

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements:
Demographics 1
Student Achievement 1, 2, 3
School Culture and Climate 2, 4
Curriculum, Instruction, and Assessment 2, 3
School Context and Organization 2, 3
Technology 2

Funding Sources:
State Comp Ed

Formative	Summative
Oct	May
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Mar	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Demographics

Problem Statement 1: At Milam in 3rd grade 24% of Economically Disadvantaged students, 26% of Hispanic students, 33% of White students, 29% of EL students, and 27% of all students scored meets grade level or above on the 2019 STAAR Reading. **Root Cause:** Ineffective focused Intervention, long term substitute for second semester, ineffective teacher on grade level, consistancy in Balanced Literacy Instruction and consistancy in Kinder-3rd grade. guided reading.

Student Achievement

Problem Statement 1: At Milam in 3rd grade 24% of Economically Disadvantaged students, 26% of Hispanic students, 33% of White students, 29% of EL students, and 27% of all students scored meets grade level or above on the 2019 STAAR Reading. **Root Cause:** Ineffective focused Intervention, long term substitute for second semester, ineffective teacher on grade level, consistancy in Balanced Literacy Instruction and consistancy in Kinder-3rd grade. guided reading.

Problem Statement 2: Milam Spring STAAR Released Math and Reading was below are campus target **Root Cause:** Not enough time to finish aggressive monitoring in the classroom and specific designed reteach lessons

Problem Statement 3: Milam has scored the state target in the area of student achievement. **Root Cause:** Teachers do not fully understand how to analyze formative and summative data for the purpose of achieving maximum student growth.

School Culture and Climate

Problem Statement 1: At Milam in 3rd grade 24% of Economically Disadvantaged students, 26% of Hispanic students, 33% of White students, 29% of EL students, and 27%

of all students scored meets grade level or above on the 2019 STAAR Reading. **Root Cause:** Ineffective focused Intervention, long term substitute for second semester, ineffective teacher on grade level, consistancy in Balanced Literacy Instruction and consistancy in Kinder-3rd grade. guided reading.

Problem Statement 3: Implementation of Relay and the time it took to prepare for PLC's was too much. **Root Cause:** New professional practice that was just being learned.

Curriculum, Instruction, and Assessment

Problem Statement 2: Spring Released Math STAAR 2019 58% approaches, 22% meets, and 63% approaches, 26% meets. **Root Cause:** Inconsistencies with Tier 1 instruction

Problem Statement 3: Teacher training provided with no follow up. **Root Cause:** Teachers not able to develop due to lack of follow up with training , excess districts mandates and ever changing district expectation.

School Context and Organization

Problem Statement 1: At Milam in 3rd grade 24% of Economically Disadvantaged students, 26% of Hispanic students, 33% of White students, 29% of EL students, and 27% of all students scored meets grade level or above on the 2019 STAAR Reading. **Root Cause:** Ineffective focused Intervention, long term substitute for second semester, ineffective teacher on grade level, consistancy in Balanced Literacy Instruction and consistancy in Kinder-3rd grade. guided reading.

Problem Statement 2: Teacher experience is varied at Milam. We have 61% of our teachers that have been teaching 10 or more years. **Root Cause:** Providing quality staff development to grow the entire campus when needs vary so greatly and finding funding to provide some of the training.

Problem Statement 4: Lack of quality TIER 1 instruction resulted in poor student performance of all sub populations in all core areas. **Root Cause:** 1. Lack of quality lesson planning with appropriate levels of rigor.

Technology

Problem Statement 1: At Milam in 3rd grade 24% of Economically Disadvantaged students, 26% of Hispanic students, 33% of White students, 29% of EL students, and 27% of all students scored meets grade level or above on the 2019 STAAR Reading. **Root Cause:** Ineffective focused Intervention, long term substitute for second semester, ineffective teacher on grade level, consistancy in Balanced Literacy Instruction and consistancy in Kinder-3rd grade. guided reading.

Performance Objective 5: The percentage of students meeting or exceeding the growth target will increase from 31% (2019 STAAR) to 36 % as measured by the 2021 STAAR assessment.

Strategy 1: Students will track data monthly in their data folders.

Strategy's Expected Result/Impact: Data folders for students, Data Cards, and Data Binders for teachers

Staff Responsible for Monitoring: Teachers, Principal, Assistant Principal, and Instructional Specialist

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements:
Demographics 1
Student Achievement 3
School Culture and Climate 4
School Context and Organization 3
Technology 2

Funding Sources:
Local $1,200

Formative
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Strategy 2: Use of Aggressive Monitoring forms in each classroom to ensure students are mastering content. The data will be used for reteach and intervention to ensure all students master the content being taught.

Strategy's Expected Result/Impact: Overall improvement on short cycle assessments, district benchmarks, 2021 STAAR Tests.

Staff Responsible for Monitoring: Teachers, Principal, Assistant Principal, Instructional Specialist

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements:
Demographics 1
Student Achievement 3
School Culture and Climate 4
School Context and Organization 1, 3
Technology 2

Funding Sources:
None

Formative
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Strategy 3: Milam will utilize Bilingual & ESL current data, determine areas of needs and successes by grade level and student SE.

Strategy's Expected Result/Impact: TELPAS, Accountability Data
Unit Assessment Data
Progress monitoring

Staff Responsible for Monitoring: Teachers, Principal, Assistant Principal/LPAC Coordinator

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements:
Demographics 1
Student Achievement 3
School Culture and Climate 4
School Context and Organization 3
Technology 2

Funding Sources:
State Bilingual ESL

Formative
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Strategy 4: Milam Bilingual/ESL Teachers will participate in Professional Development Opportunities to ensure the use of effective instructional practices in the Bilingual and ESL classroom.

Strategy's Expected Result/Impact: All students will increase proficiency levels in TELPAS in all areas.
Walkthroughs and EL assessment data.

Staff Responsible for Monitoring: Teachers, Principal, Assistant Principal/LPAC Coordinator

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements:
Demographics 1
Student Achievement 3
School Culture and Climate 4
School Context and Organization 3
Technology 2

Funding Sources:
State Bilingual ESL

Formative
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Strategy 5: Milam Kinder, 1st grade, 2nd grade, and 3rd grade Bilingual will follow the dual language one-way model.

Strategy's Expected Result/Impact: All students will increase proficiency levels in TELPAS in all areas.

Staff Responsible for Monitoring: Teachers, Principal, Assistant Principal/LPAC Coordinator

Title I Schoolwide Elements: 2.4, 2.5

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements:
Demographics 1
Student Achievement 3
School Culture and Climate 4
School Context and Organization 3
Technology 2

Funding Sources:
State Bilingual ESL

Formative
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Strategy 6: Milam teachers will work on transitioning our students to English using ESL strategies in listening, speaking, reading, and writing.

Strategy's Expected Result/Impact: All students will increase proficiency levels in TELPAS in all areas.

Staff Responsible for Monitoring: Teachers, Principal, Assistant Principal/LPAC Coordinator

Title I Schoolwide Elements: 2.4, 2.5

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements:
Demographics 1
Student Achievement 3
School Culture and Climate 4
School Context and Organization 3
Technology 2

Funding Sources:
State Bilingual ESL

Formative
Oct
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May

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Demographics

Problem Statement 1: At Milam in 3rd grade 24% of Economically Disadvantaged students, 26% of Hispanic students, 33% of White students, 29% of EL students, and 27% of all students scored meets grade level or above on the 2019 STAAR Reading. **Root Cause:** Ineffective focused Intervention, long term substitute for second semester, ineffective teacher on grade level, consistancy in Balanced Literacy Instruction and consistancy in Kinder-3rd grade. guided reading.

Student Achievement

Problem Statement 1: At Milam in 3rd grade 24% of Economically Disadvantaged students, 26% of Hispanic students, 33% of White students, 29% of EL students, and 27% of all students scored meets grade level or above on the 2019 STAAR Reading. **Root Cause:** Ineffective focused Intervention, long term substitute for second semester, ineffective teacher on grade level, consistancy in Balanced Literacy Instruction and consistancy in Kinder-3rd grade. guided reading.

School Culture and Climate

Problem Statement 1: At Milam in 3rd grade 24% of Economically Disadvantaged students, 26% of Hispanic students, 33% of White students, 29% of EL students, and 27% of all students scored meets grade level or above on the 2019 STAAR Reading. **Root Cause:** Ineffective focused Intervention, long term substitute for second semester, ineffective teacher on grade level, consistancy in Balanced Literacy Instruction and consistancy in Kinder-3rd grade. guided reading.

School Context and Organization

Problem Statement 1: At Milam in 3rd grade 24% of Economically Disadvantaged students, 26% of Hispanic students, 33% of White students, 29% of EL students, and 27% of all students scored meets grade level or above on the 2019 STAAR Reading. **Root Cause:** Ineffective focused Intervention, long term substitute for second semester, ineffective teacher on grade level, consistancy in Balanced Literacy Instruction and consistancy in Kinder-3rd grade. guided reading.

Problem Statement 2: Teacher experience is varied at Milam. We have 61% of our teachers that have been teaching 10 or more years. **Root Cause:** Providing quality staff development to grow the entire campus when needs vary so greatly and finding funding to provide some of the training.

Technology

Problem Statement 1: At Milam in 3rd grade 24% of Economically Disadvantaged students, 26% of Hispanic students, 33% of White students, 29% of EL students, and 27% of all students scored meets grade level or above on the 2019 STAAR Reading. **Root Cause:** Ineffective focused Intervention, long term substitute for second semester, ineffective teacher on grade level, consistancy in Balanced Literacy Instruction and consistancy in Kinder-3rd grade. guided reading.

Performance Objective 6: Implement innovative instructional models which enable personalized learning for all students.

Evaluation Data Sources: Increased student engagement both virtually and face to face.

Summative Evaluation: None

Strategy 1: Implement assessment models that ensure teachers and students are able to monitor their learning and growth. Assessment models will include the following: MAP Growth Assessments, Formative Assessments, and Aggressive Monitoring.

Strategy's Expected Result/Impact: Increase in MAP scores at the EOY, Formal Assessment growth

Staff Responsible for Monitoring: Principal, AP, IS, and Teachers

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements:
Demographics 1
Student Achievement 3
School Culture and Climate 4
School Context and Organization 3
Technology 2

Funding Sources:
Local

Formative
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Strategy 2: Implement research based instructional models which enable personalized learning for all students, including the following: Blended Learning, Balanced Literacy, Enriched Advanced Academics, and/or Project Based Learning

Strategy's Expected Result/Impact: Increased engagement, and Personalized learning resulting in growth for all students

Staff Responsible for Monitoring: Principal, AP, IS, and Teachers

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements:
Demographics 1
Student Achievement 3
School Culture and Climate 4
School Context and Organization 3
Technology 2

Funding Sources:
Blended Learning Book for Book Study Local $1,500

Formative
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Strategy 3: Principal will implement Professional Learning Communities (PLCs) where teams implement the Data-Driven Instructional process, develop TEKS knowledge (Know/Show charts), implement the coaching model of Observation/Feedback, and plan for student mastery of learning objectives through a personalized learning path

Strategy's Expected Result/Impact: Quality Tier 1 Instruction and Student Mastery of Objectives

Staff Responsible for Monitoring: Principal, AP, IS, and Teachers

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements:
Demographics 1
Student Achievement 3
School Culture and Climate 4
School Context and Organization 2, 3
Technology 1, 2

Funding Sources:
Local

Formative
Oct
Jan
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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Demographics

Problem Statement 1: At Milam in 3rd grade 24% of Economically Disadvantaged students, 26% of Hispanic students, 33% of White students, 29% of EL students, and 27% of all students scored meets grade level or above on the 2019 STAAR Reading. **Root Cause:** Ineffective focused Intervention, long term substitute for second semester, ineffective teacher on grade level, consistancy in Balanced Literacy Instruction and consistancy in Kinder-3rd grade. guided reading.

Student Achievement

Problem Statement 1: At Milam in 3rd grade 24% of Economically Disadvantaged students, 26% of Hispanic students, 33% of White students, 29% of EL students, and 27% of all students scored meets grade level or above on the 2019 STAAR Reading. **Root Cause:** Ineffective focused Intervention, long term substitute for second semester, ineffective teacher on grade level, consistancy in Balanced Literacy Instruction and consistancy in Kinder-3rd grade. guided reading.

School Culture and Climate

Problem Statement 1: At Milam in 3rd grade 24% of Economically Disadvantaged students, 26% of Hispanic students, 33% of White students, 29% of EL students, and 27% of all students scored meets grade level or above on the 2019 STAAR Reading. **Root Cause:** Ineffective focused Intervention, long term substitute for second semester, ineffective teacher on grade level, consistancy in Balanced Literacy Instruction and consistancy in Kinder-3rd grade. guided reading.

School Context and Organization

Problem Statement 1: At Milam in 3rd grade 24% of Economically Disadvantaged students, 26% of Hispanic students, 33% of White students, 29% of EL students, and 27% of all students scored meets grade level or above on the 2019 STAAR Reading. **Root Cause:** Ineffective focused Intervention, long term substitute for second semester, ineffective teacher on grade level, consistancy in Balanced Literacy Instruction and consistancy in Kinder-3rd grade. guided reading.

Problem Statement 4: Lack of quality TIER 1 instruction resulted in poor student performance of all sub populations in all core areas. **Root Cause:** 1. Lack of quality lesson planning with appropriate levels of rigor.

Technology

Problem Statement 1: At Milam in 3rd grade 24% of Economically Disadvantaged students, 26% of Hispanic students, 33% of White students, 29% of EL students, and 27%

of all students scored meets grade level or above on the 2019 STAAR Reading. **Root Cause:** Ineffective focused Intervention, long term substitute for second semester, ineffective teacher on grade level, consistancy in Balanced Literacy Instruction and consistancy in Kinder-3rd grade. guided reading.

Problem Statement 2: Teacher, staff, and student are still learning how to use many of tools, apps, or programs to be successful.. **Root Cause:** Lack of personalized training.

2020-2021 Campus Improvement Team

Committee Role	Name	Position
Administrator	Natalie Fitzgerald	Principal
Administrator	Claudia Lopez	Assistant Principal
Non-classroom Professional	Felicita Garcia	Counselor
Classroom Teacher	Annalisa Zapata	2nd grade Teacher
Classroom Teacher	Mary Stutes	1st grade Teacher
Classroom Teacher	Robbin White	2nd grade Teacher
Classroom Teacher	Christy Starkes	3rd grade Teacher
Classroom Teacher	Melissa Heronema	3rd grade Teacher
Classroom Teacher	Monica Olivas	4th grade Teacher
Classroom Teacher	Joy Mendoza	4th grade Teacher
Classroom Teacher	Claudia Richards	GT/SIP Teacher
Media Specialist	Jennifer Marks	Media Specialist
Classroom Teacher	Patti Pankey	Special Education Teacher
Parent	Andrea Garcia	Parent Representative
Parent	Felipe Zamora	Parent-Business (Big Cat Signs)
Paraprofessional	Tiffany Galindo	Pre K Aide
Business Representative	Kelli Britton	Permian Basin Drug & Alcohol Testing
Business Representative	Dr. Diana Ruiz	UTPB-Director First 5, Asst. Professor of Nursing, Director-Simulation Center
Community Representative	Michelle Keast	UTPB Professor of Fine Arts, ECISD Fine Arts Teacher, Fine Arts Community
Community Representative	Cheryl McQueen	Medical Center Hospital-Director of Materials Management and Odessa Leadership
District-level Professional	Staci Ashley	Executive HR Director

Campus Funding Summary

Local					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1			$0.00
1	1	3	Incentives for each 9 weeks		$0.00
1	1	4			$0.00
1	3	1			$0.00
1	5	1			$0.00
1	7	1			$0.00
1	8	1			$0.00
1	8	2			$0.00
1	8	3			$0.00
1	8	4			$0.00
2	1	2			$0.00
2	1	3			$0.00
2	1	4			$0.00
2	2	3			$0.00
3	1	1			$0.00
3	2	3			$0.00
3	2	5			$0.00
3	3	1			$0.00
3	3	2			$0.00
3	4	2			$0.00
3	4	3			$0.00
3	4	4			$0.00
3	4	5			$0.00

Local					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	4	7			$0.00
3	4	8			$1,500.00
3	4	9			$0.00
3	5	1			$1,200.00
3	6	1			$0.00
3	6	2	Blended Learning Book for Book Study		$1,500.00
3	6	3			$0.00
				Sub-Total	$4,200.00

National School Lunch Program/NSLP					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	1			$0.00
				Sub-Total	$0.00

State Bilingual ESL					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	5	3			$0.00
3	5	4			$0.00
3	5	5			$0.00
3	5	6			$0.00
				Sub-Total	$0.00

State Comp Ed					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	4	1			$0.00
2	1	5			$0.00
3	2	2			$0.00
3	4	10			$0.00

State Comp Ed					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
				Sub-Total	$0.00

State School Safety					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	5	2			$0.00
1	6	1			$0.00
1	6	6			$0.00
1	6	8			$0.00
				Sub-Total	$0.00

Title One School- Improvement					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	6	7			$0.00
				Sub-Total	$0.00

Title One School-wide					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	2	2	4 Pre K Aide Salaries		$0.00
3	2	6	Education Galaxy licenses for 4th grade Writing		$800.00
3	3	4	LoneStar LearningTarget Math: 22 licenses @ $89.99=$1,979.78		$1,979.78
				Sub-Total	$2,779.78

State Pre-K					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	1	3			$0.00
				Sub-Total	$0.00

State Dyslexia					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	2	4	Salary for Dyslexia Interventionist		$0.00

State Dyslexia					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
				Sub-Total	$0.00
				Grand Total	$6,979.78

Addendums

PEIMS DATA REVIEW - FALL PEIMS COLLECTION
MILAM ELEMENTARY

	2016-2017	2017-2018	2018-2019	2019-2020	DIFFERENCE
STUDENT DATA					
Total Enrollment	510	517	534	584	50
Total Membership	510	517	534	584	50
Early Education	0	0	0	0	0
Pre-Kindergarten	42	24	24	44	20
Kindergarten	83	86	81	92	11
Grade 1	78	89	91	88	-3
Grade 2	81	79	87	93	6
Grade 3	82	88	80	94	14
Grade 4	72	82	88	85	-3
Grade 5	72	69	83	88	5
Ethnic Distribution					
White	77	65	69	71	2
Hispanic / Latino	389	422	435	486	51
Black or African American	31	22	22	19	-3
Asian	1	0	0	0	0
American indian or Alaska Native	3	2	1	1	0
Native Hawaiian/ Pacific Islander	3	2	2	1	-1
Two or More	6	4	5	6	1
Special Populations					
At Risk	204	226	226	230	4
Economic Disadvantaged	304	258	308	232	-76
Lep	95	108	111	116	5
Special Education	27	31	28	29	1
Career & Technology Ed	0	0	0	0	0
Bilingual Education	91	105	108	114	6
ESL Education	4	3	2	2	0
Alternative Language				1	
Gifted & Talented Education	68	72	72	72	0
Title I	510	517	534	584	50
Immigrant	4	6	6	3	-3
Migrant	0	0	0	0	0
Military Connected	3	2	2	16	14
Foster Care	3	3	2	0	-2
Homeless	7	4	5	5	0
Dyslexia	16	19	23	24	1

HOW WELL DID THIS SCHOOL PERFORM OVERALL?

SCHOOL OVERVIEW 2018-19

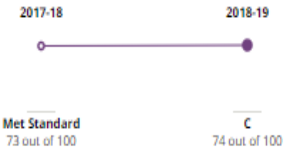
C

74 out of 100

This shows how well this school prepared students for success, both in school and after high school in college, a career, or the military.

Tell Me More

CHANGE OVER TIME



This shows how overall performance at the school has changed over time.

OVERALL PERFORMANCE DETAILS

STUDENT ACHIEVEMENT

C

70 out of 100

Student Achievement shows how much students know and are able to do at the end of the school year.

Additional Details

SCHOOL PROGRESS

C

75 out of 100

School Progress shows how students perform over time and how that growth compares to similar schools.

Additional Details

CLOSING THE GAPS

C

73 out of 100

The Closing the Gaps domain tells us how well different populations of students in a district are performing.

Additional Details

WHERE DID THIS SCHOOL PERFORM EXCEPTIONALLY WELL?

PEIMS DATA REVIEW - FALL PEIMS COLLECTION
MILAM ELEMENTARY

	2016-2017	2017-2018	2018-2019	2019-2020	DIFFERENCE
STAFF DATA					
STAFF COUNTS, NOT FTE					
Employment Counts	47	65	61	76	15
Full-time Staff	47	65	61	76	15
Role ID Counts					
Instructional	41	40	37	42	5
Teachers	38	37	36	38	2
Aides	3	3	1	4	3
Professional Support	4	5	4	1	-3
Classroom Staff	1	2	2	3	1
Non-Classroom Staff	3	3	2	2	0
Administrative	2	2	2	2	0
Principal/Assistant Principal	2	2	2	2	0
Other Administrative	0	0	0	0	0

STAFF FTE SUMMARY					
Total Staff	46.3	45.5	42.1	46.9	4.8
Teachers	37.3	37.0	36.0	37.0	1.0
Professional Support	3.9	3.5	3.1	4.0	0.9
Campus Administration	2.0	2.0	2.0	2.0	0.0
Educational Aides	3.0	3.0	1.0	3.9	2.9
Auxiliary Staff	N/A	N/A	N/A	N/A	N/A
Personnel by Ethnicity & Sex	46.3	46.5	42.1	46.9	4.8
White	24.0	23.4	20.0	19.0	-1.0
Hispanic	20.3	22.0	21.1	24.9	3.8
Black	1.0	0.0	0.0	0.0	0.0
Other	1.0	1.0	1.0	3.0	2.0
White Male	0.0	0.0	0.0	0.0	0.0
White Female	24.0	23.4	20.0	19.0	-1.0
Hispanic Male	2.3	3.0	3.0	3.0	0.0
Hispanic Female	17.9	19.0	18.1	21.9	3.8
Black Male	0.0	0.0	0.0	0.0	0.0
Black Female	1.0	0.0	0.0	0.0	0.0
Other Male	0.0	1.0	0.0	0.0	0.0
Other Female	1.0	1.0	1.0	3.0	2.0
Teachers by Highest Degree Held					
No Degree	0.0	1.0	0.0	0.0	0.0
Bachelors	26.0	26.0	26.0	28.5	2.5
Masters	11.3	10.0	10.0	8.5	-1.5
Doctorate	0.0	0.0	0.0	0.0	0.0
Teachers by Years of Experience					
Beginning Teachers	0.0	2.9	0.0	3.0	3.0
1-5 Years Experience	9.0	9.0	9.0	6.0	-3.0
6-10 Years Experience	5.0	3.0	5.0	7.0	2.0
11-20 Years Experience	12.3	10.0	10.0	12.5	2.5
Over 20 Years Experience	11.0	12.0	12.0	8.5	-3.5

Annual Survey

All changes saved in Drive

Questions Responses 42

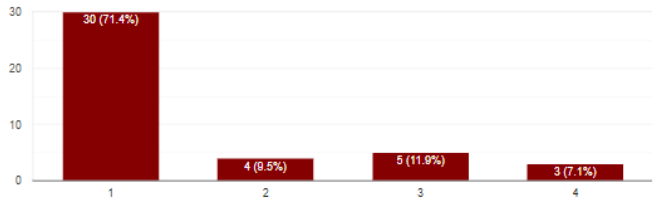
42 responses

Accepting responses

Summary Question Individual

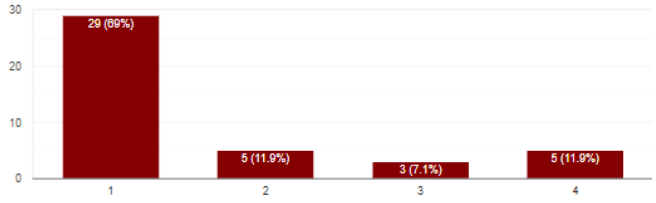
I feel welcome when I enter the school. Me siento bienvenido/a cuando entro a la escuela.

42 responses



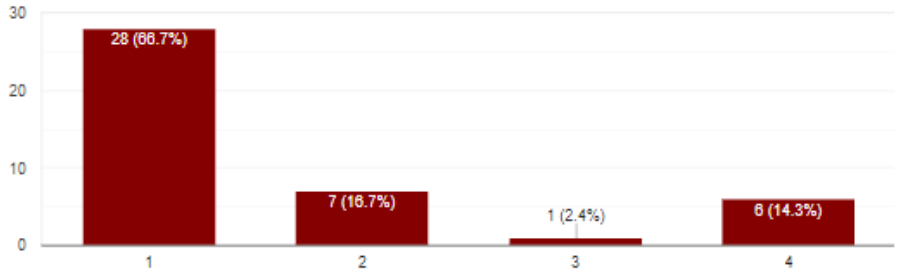
The school schedules parent/teacher conferences in a flexible way so that I can attend. La escuela programa conferencias para padres/maestros de forma flexible, de tal modo que yo pueda atender.

42 responses



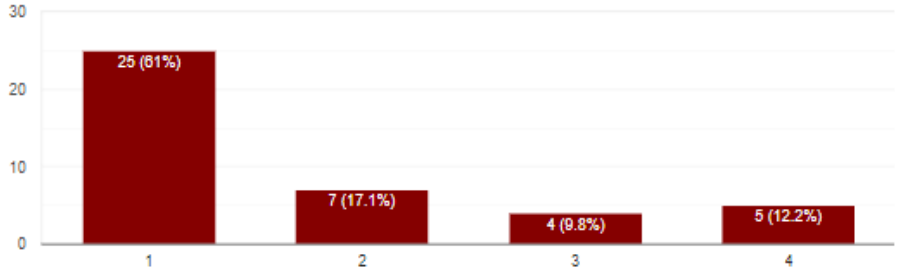
I know what the School-Parent Compact is. Sé lo que es School-Parent Compact.

42 responses



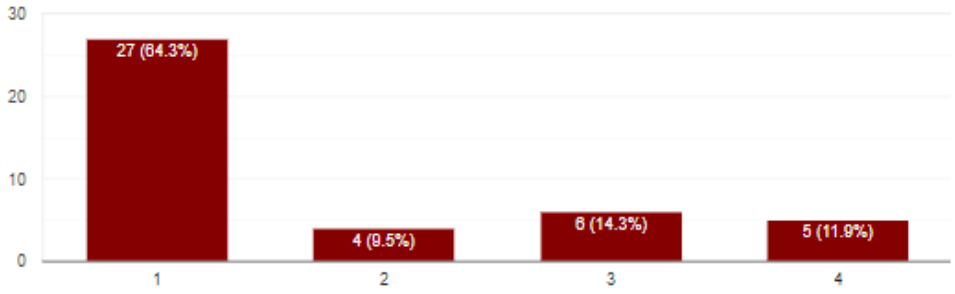
The School-Parent Compact provides a meaningful way to communicate with my child's teacher. El School-Parent Compact proporciona una forma significativa de comunicarme con el maestro/a de mi hijo/a.

41 responses



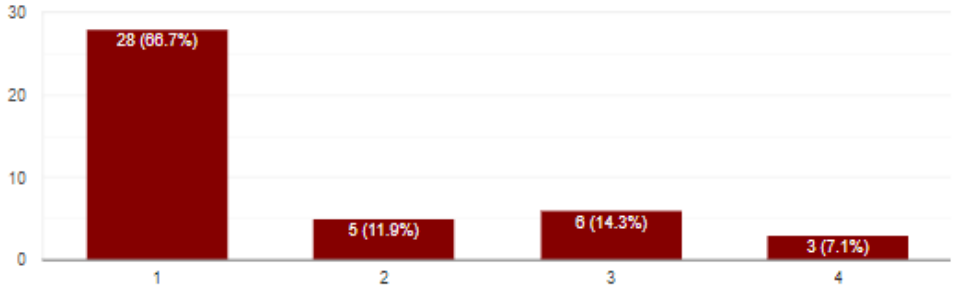
Teachers regularly communicate with me. A menudo los maestros se ponen en contacto conmigo.

42 responses



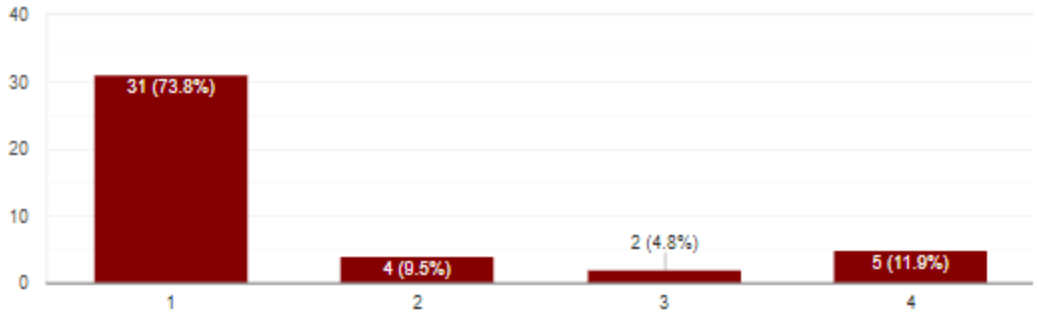
My calls, emails, or notes to school staff are answered promptly. Mis llamadas, correo electronicos, o notas para la escuela son contestadas con rapidez.

42 responses



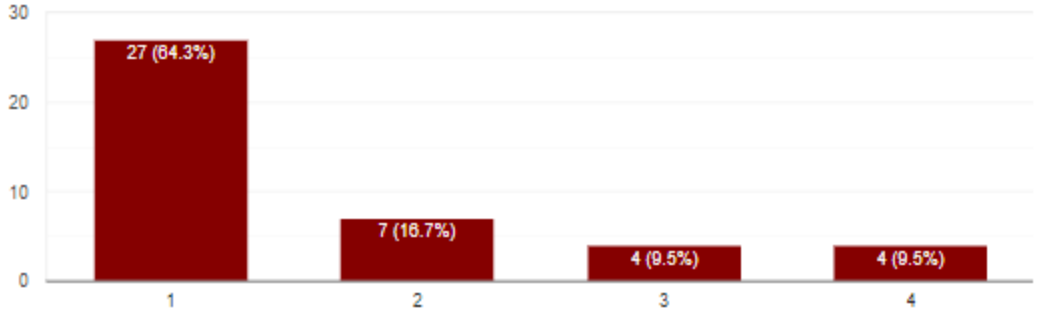
I feel knowledgeable about the school's expectations for my child. Me siento informado/a acerca de las espectativas escolares de mi hijo/a.

42 responses



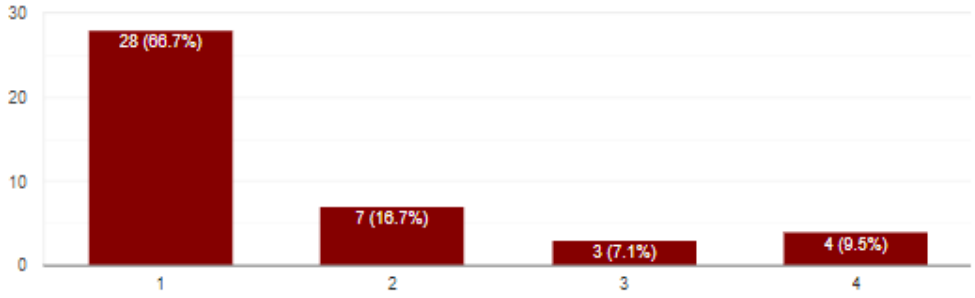
I feel knowledgeable about what is going on at the school. Me siento informado/a sobre los eventos en la escuela.

42 responses



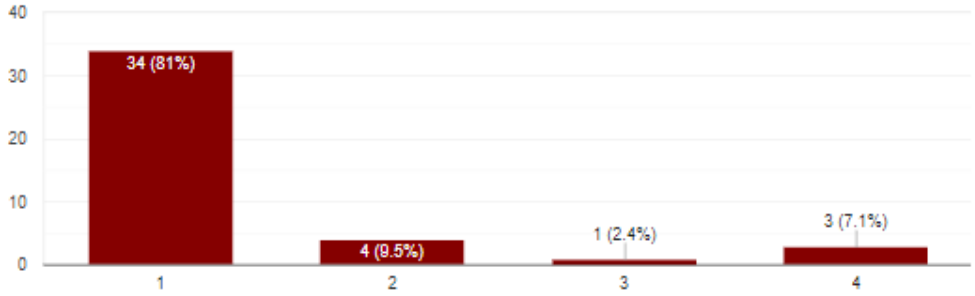
I know how to help my child with his/her homework. Sé cómo puedo ayudar a mi hijo/a con la tarea.

42 responses



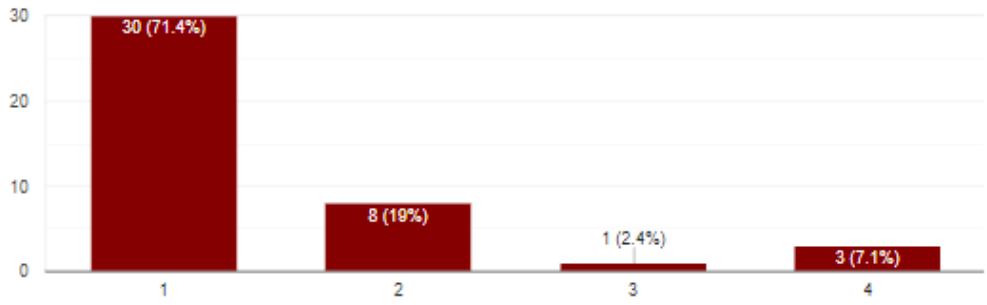
Milam respects the different cultures represented in our student population. Milam respeta las distintas culturas representadas en la población de sus estudiantes.

42 responses



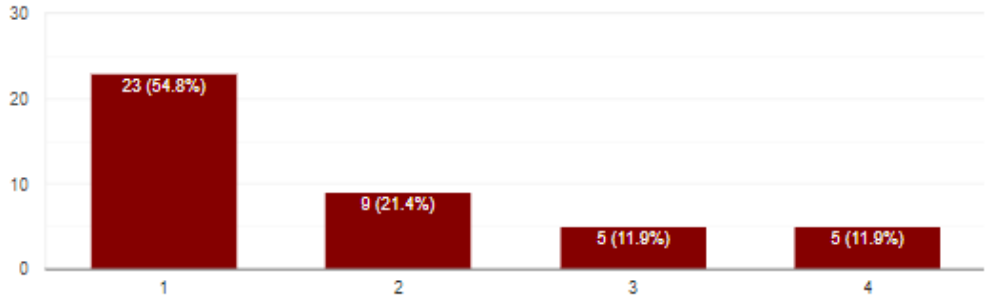
I feel that parents have the opportunity to observe students in various types of performances. Siento que los padres tenemos oportunidad de observar a los estudiantes en varios tipos de actuaciones.

42 responses



I have been encouraged to volunteer at school. Me han animado a que sea voluntario en la escuela.

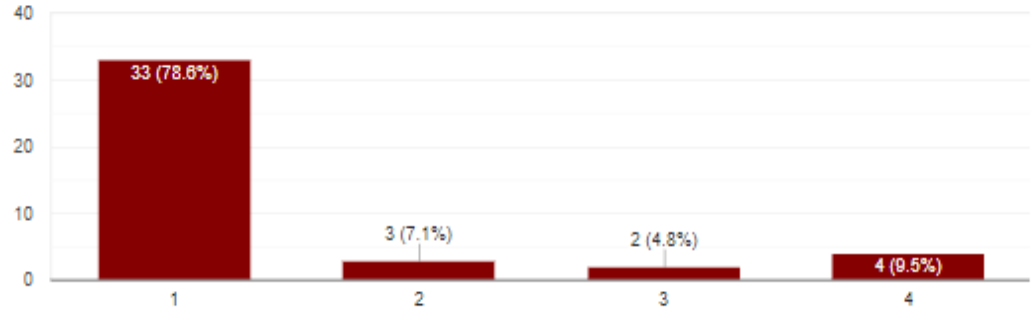
42 responses



,

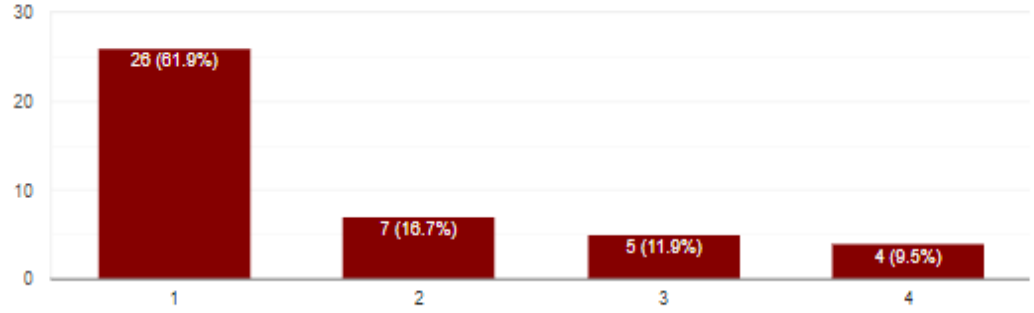
My child has the opportunities to display their academic and fine arts talents. Mi hijo/a tiene oportunidades de exponer sus talentos académicos y de bellas artes.

42 responses



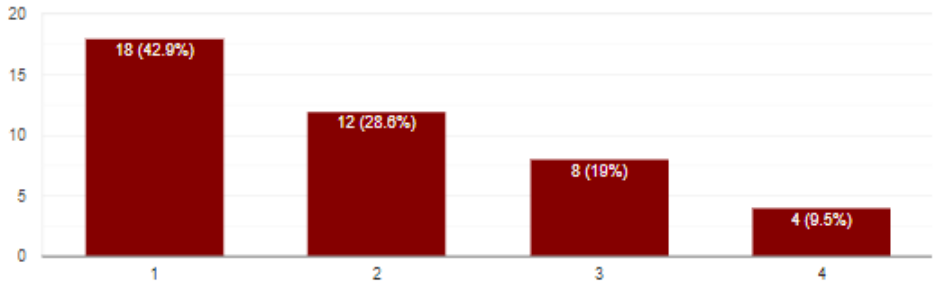
The school provides our family with parenting resources. La escuela proporciona a nuestra familia con recursos sobre crianza.

42 responses



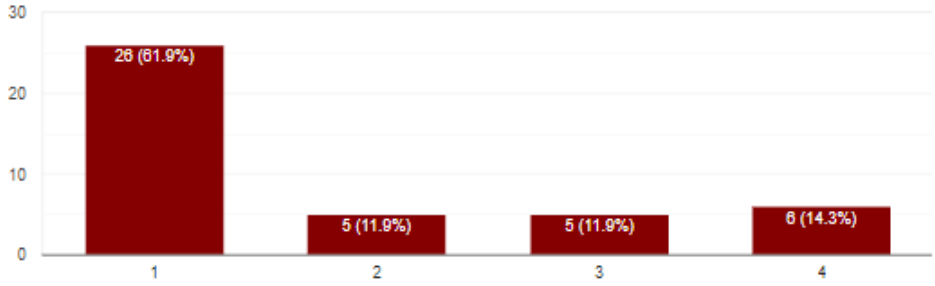
I feel that parents are involved in decision-making at our school. Siento que los padres están involucrados en las decisiones que se toman en la escuela.

42 responses



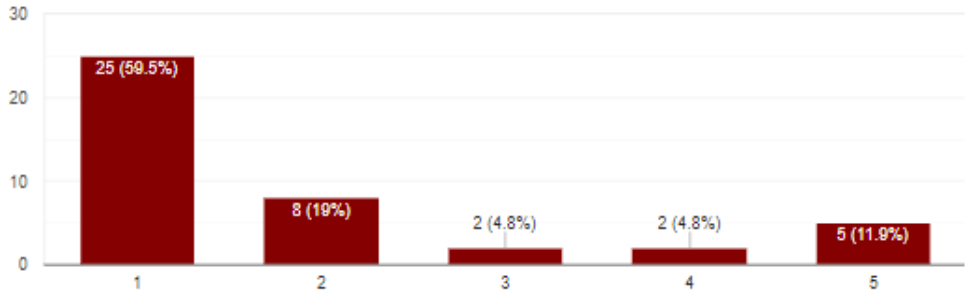
I feel knowledgeable about our school's status as a Title I Schoolwide school. Me siento informado sobre el estado de Title I de nuestra escuela.

42 responses



I feel that my child has made adequate progress over the past school year at Milam. Siento que mi hijo/a ha progresado adecuadamente a lo largo de este curso escolar.

42 responses



Additional Comments. Coemntarios Adicionales.

9 responses

Love the school! One of the main reasons we remain in Odessa. The faculty and staff are amazing, and its a shame that Milam isn't a Pre-K through 8th or 12th school! Amazing! And thank you all, for all that you do!

My child had Mrs Stutes this year and I would like to commend her for her patience of both my child my child's parent. She was constant in her efforts for the students to progress and succeed especially when we had to quarantine at home.
Additionally, my hats off to the entire faculty and staff not just during Covid-19 but throughout the year. The teachers know the students and it shows through the established relationships that all students are cared off
Finally special kudos to Mrs Fitzgerald. Her leadership is amazing. She stays in communication through duo and always responded timely to any and all questions and comments. Thank you for modeling excellence.

Una excelente institución

Siento agradecimiento y gran respeto a los maestros que siempre se ocupan de que los hijos den lo mejor de ellos

Additional Comments. Coemntarios Adicionales.

9 responses

duo and always responded timely to any and all questions and comments. Thank you for modeling excellence.

Una excelente institución

Siento agradecimiento y gran respeto a los maestros que siempre se ocupan de que los hijos den lo mejor de ellos

No

On the progress question is 1 bad or good? You don't say. Some of the teachers are nice, while others are mean and vindictive.

It's been a strange year. Hopefully next year will be better.

Me encanta esta escuela

We love Milam! We're blessed to be part of this school family!!

Ector County Independent School District

Noel Elementary

Improvement Plan

2020-2021

Mission Statement

Mission Statement

William D. Noel Elementary will develop a community of learners who are socially conscious, self-reliant and academically equipped to take on an ever-changing world.

Vision

At Noel - Its about giving back by leading the way!

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- Goal 1 : Foundational Excellence: ECISD will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices. 14
- Goal 2 : Invest in Talent: ECISD will recruit, develop and retain highly-effective individuals who are invested in looking at tomorrow to inform their practices today. 18
- Goal 3 : Learning Journey: ECISD will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society. 19

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Comprehensive Needs Assessment

Demographics

Demographics Summary

19/20 demographics. New enrollment includes all previous Pease students that are currently in 3rd - 5th.

Title I: 534

Eco dis: 321

homeless: 29

at risk: 330

SPED: 68

LEP: 123

bilingual: 92

Immigrant: 14

GT: 23

Dyslexia: 36

American Indian: 1, Asian: 2, African America: 13, Hispanic: 445, White: 68, Hawaiian/Pac Island:1, 2 or more: 4

Male: 286

Female: 248

2017-2018 August enrollment- 99 transfers, affidavits or McKinney Vento

2018-2019 August enrollment- 26 transfers, affidavits or McKinney Vento

2019-2020 August enrollment- 55 transfers, affidavits or McKinney Vento

Demographics Strengths

The overall percentage of White students to score approaches or above in 5th-grade mathematics went from 56% to 84%.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Only 28% of Hispanic students and 28% of all students met grade level or above on STAAR Mathematics 2019 **Root Cause:** There was a lack of enrichment activities for students who did not need remediation

Problem Statement 2: Only 23% of Economically Disadvantaged students and 26% of all students met grade level or above on STAAR ELA/Reading 2019 **Root Cause:** There was a lack of full understanding and knowledge of the new Reading curriculum and a lack of rigorous instruction.

Problem Statement 3: Only 7% of English Language Learners and 30% of all students met grade level or above on STAAR Science 2019 **Root Cause:** The students lacked necessary vocabulary comprehension.

Student Achievement

Student Achievement Summary

Noel Elementary did not meet standards in the following Domains

Domain 1 - 56

Domain 2- 58

Domain 3- 52

Student Achievement Strengths

Mathematics - white: 60%

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Only 28% of Hispanic students and 28% of all students met grade level or above on STAAR Mathematics 2019 **Root Cause:** There was a lack of enrichment activities for students who did not need remediation

Problem Statement 2: Only 23% of Economically Disadvantaged students and 26% of all students met grade level or above on STAAR ELA/Reading 2019 **Root Cause:** There was a lack of full understanding and knowledge of the new Reading curriculum and a lack of rigorous instruction.

Problem Statement 3: Only 7% of English Language Learners and 30% of all students met grade level or above on STAAR Science 2019 **Root Cause:** The students lacked necessary vocabulary comprehension.

School Culture and Climate

School Culture and Climate Summary

Parent involvement will continue to be a focus at Noel Elementary. For the 2020-2021 school year, Noel will continue to recruit parent involvement during academic nights through innovative ideas such as virtual and small group gatherings.

Noel plans to continue with family fun engaging activities such as Mother/Son, Daddy/Daughter Nights, Muffins with Mom and Doughnuts with Dad.

School Culture and Climate Strengths

Noel now has two flex aide positions to assist with various needs on campus such as organizing parent events and assisting with their needs.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Teachers with 1 - 5 years of experience is 41% while teachers with 6 -10 years of experience is 24%. **Root Cause:** Teachers are moving due to job relocation and job promotions within the district.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Noel Elementary has 2 administrators, 1 counselor, 29 teachers, 4 classroom aides, 1 library clerk, 2 flex aides, 2 dyslexia teachers, 2 instructional specialists.

14 new staff members to the campus and 7 vacancies. This is the third-year Noel has been reconfigured to be a 3rd - 5th-grade campus.

Staff Quality, Recruitment, and Retention Strengths

Noel celebrates employees: staff and teacher of the month, monthly birthday celebrations, frequent "happy" deliveries, jeans passes, positive notes, a good news section to the weekly newsletter, and other special recognitions throughout the school year.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: There are 9 First Year Teachers at Noel this year. **Root Cause:** 15 teachers left at the end of the 19-20 school year due to job relocations and promotions within the district.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Team level planning and PLCs have worked to create staff knowledge of the TEKS and form appropriate ways to determine TEK mastery. District training has been provided during PLCs and after school. The teachers will plan together and follow the scope and sequence and year at a glance document.

Noel teachers will use data from MAPS, Imagine Learning, Imagine math, Galaxy Education and Short Cycle Assessments to drive instruction, plan RTI, and structure/teach small groups in Reading and Math content areas.

The instructional coaches assist teachers in creating know and show charts when unpacking TEKS. Then the teachers create exemplars. The teachers will also bring a low/medium/high student sample in order to identify the gap and script a reteach lesson.

Curriculum, Instruction, and Assessment Strengths

Short cycle assessments, SBAs, and DBAs will continue to be analyzed and reteach plans put into place to meet the needs of students at risk. Teachers also use data from Imagine Learning and Imagine math to create individualized intervention geared toward each individual student's needs.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Only 28% of Hispanic students and 28% of all students met grade level or above on STAAR Mathematics 2019 **Root Cause:** There was a lack of enrichment activities for students who did not need remediation

Problem Statement 2: Only 23% of Economically Disadvantaged students and 26% of all students met grade level or above on STAAR ELA/Reading 2019 **Root Cause:** There was a lack of full understanding and knowledge of the new Reading curriculum and a lack of rigorous instruction.

Problem Statement 3: Only 7% of English Language Learners and 30% of all students met grade level or above on STAAR Science 2019 **Root Cause:** The students lacked necessary vocabulary comprehension.

Parent and Community Engagement

Parent and Community Engagement Summary

Parent engagement consists of family involvement in campus activities- College Days, Daddy-Daughter Dance, Mother-Son Dance, Doughnuts with Dad, Muffins with Mom. Each grade level will perform a monthly musical program and a parent involvement academic night. Noel continues the monthly red data folders, individual student success folders, Longhorn Leader activities, a Fall Festival, and 2 book fairs.

Noel continues to participate in the Food for Kids program. Noel has formed a new partnership with Pathway Baptist Church.

Parent and Community Engagement Strengths

Noel will continue with family involvement campus activities- College Days, Daddy-Daughter Dance, Mother-Son Dance, Doughnuts with Dad, Muffins with Mom, musical performances, fall festival, book fairs, parent involvement academic nights, Food for Kids and the partnership with Pathway Baptist Church.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: There is a lack of parent volunteers. There was only two parents that voulunteerd as VIPS. **Root Cause:** Parents are inconsistent with following through after they apply to be a VIP.

School Context and Organization

School Context and Organization Summary

Noel Elementary uses data to drive instruction and focus interventions. There is a campus-wide intervention time of 2:15-3:10. Assessment data is analyzed to determine needs and adjust classroom instruction to meet the rigor of the state assessments. PLCs are used to desegregate data and create a better understanding of student needs. PD is used to support student and teacher needs. Administration and staff have a focus on high yield strategies.

School Context and Organization Strengths

Data is used to drive instruction and identify student gaps and students at risk. Teachers participate in weekly PLCs to work with data, develop reteach plans, and develop interventions. In addition, teachers upload photos into OneNote to show evidence of engagement and rigor. Teachers also participate in weekly team-led PLCs.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: There is a disconect between lesson plans and lesson delivery and rigor in the classroom. **Root Cause:** Teachers lack knowledge and experience when planning lessons.

Technology

Technology Summary

At Noel, technology is being utilized in all content areas for synchronous, asynchronous, and blended learning. Each student will have their device. The document cameras and smartboards are used to project material, for classroom management, and to conduct research. Computers are used for various support programs, interventions, and RTI.

Technology Strengths

Campus technology is adequate to support the basic needs of the campus and students. Having smartboards and computer lab access creates better time management and less loss of classroom instruction during transitions and workstations.

Monthly technology training will be provided on campus by the technology department.

Problem Statements Identifying Technology Needs

Problem Statement 1: Not all students have WiFi access at home in order to engage virtually. **Root Cause:** Students have weak or no broadband/internet access at home.

Priority Problem Statements

Goals

Goal 1: Foundational Excellence: ECISD will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 1: Provide the environment conducive to all educational needs in conjunction with the development of a Long-Range Facilities Plan that will move the District forward in the future.

Targeted or ESF High Priority

Evaluation Data Sources: None

Summative Evaluation: None

Strategy 1: Implement Learning Labs to be utilized as a space for intervention and synchronous and asynchronous learning.

Strategy's Expected Result/Impact: All students will have access to digital programs and devices for personalized learning.

Staff Responsible for Monitoring: The classroom teacher

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: Improve low-performing schools

Funding Sources: None

ESF Levers: Lever 3: Positive School Culture

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 2: Noel will provide differentiated processes for priority classrooms/students.

Targeted or ESF High Priority

Evaluation Data Sources: student data from district assessments

Summative Evaluation: None

Strategy 1: Plan and implement effective transitions for 5th grade to maintain academic learning and support the social-emotional learning of students.

Strategy's Expected Result/Impact: Students moving on to Middle school

Staff Responsible for Monitoring: Teachers and administrators

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: Improve low-performing schools

Funding Sources: None

ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 3: Noel will embed technology to supplement teaching and learning in all grade levels.

Targeted or ESF High Priority

Evaluation Data Sources: MAPS, Imagine Math, Imagine Learning and Education Galaxy

Summative Evaluation: None

Strategy 1: Use technology resources that will enable students, teachers, and leaders to implement and monitor personalized learning for all, including the following: LMS and adaptive technology.

Strategy's Expected Result/Impact: Students will increase their technology skills in all content areas

Staff Responsible for Monitoring: Teachers and Administration

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: Improve low-performing schools

Funding Sources: None

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

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Performance Objective 4: Noel will provide a rigorous, relevant and engaging curriculum

Targeted or ESF High Priority

Evaluation Data Sources: Lesson Plans and data

Summative Evaluation: None

Performance Objective 5: Noel will provide a supportive school environment with rigorous learning.

Evaluation Data Sources: Social-Emotional surveys, DOK levels of questioning in lesson plans, teachers following the DDI process

Summative Evaluation: None

Strategy 1: Awareness training for staff. All new staff will be trained during the required new employee training on Darkness to Light/Stewards of Child prevention program. Counselors will train all staff during on-campus professional development on prevention and reporting requirements.

Strategy's Expected Result/Impact: None

Staff Responsible for Monitoring: Teachers, Counselor, Administration

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: Improve low-performing schools

Funding Sources: None

ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture

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Strategy 2: Teacher discipline management programs will be evaluated for alignment to CHAMPS, PBIS, and Conscious Discipline practices.

Strategy's Expected Result/Impact: The number of classroom referrals will decrease

Staff Responsible for Monitoring: Teachers, Administrators

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: Improve low-performing schools

Funding Sources: None

ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 2: Invest in Talent: ECISD will recruit, develop and retain highly-effective individuals who are invested in looking at tomorrow to inform their practices today.

Performance Objective 1: In 2020-21, Noel will offer a job-embedded, personalized professional learning system for teachers and administrators.

Targeted or ESF High Priority

Evaluation Data Sources: Learning Management System (LMS)
Employee Performance Evaluations
Staff Retention Rates
Eduphoria STRIVE
Staff Exit Survey Data

Summative Evaluation: None

Strategy 1: Each campus administrator will conduct a minimum of 5 documented walkthroughs and/or observation/feedback meetings per week.

Strategy's Expected Result/Impact: Teacher growth

Staff Responsible for Monitoring: Administrators

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

Funding Sources:
None

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 3: Learning Journey: ECISD will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.

Performance Objective 1: 3rd-grade reading "Meets" percentages will increase from 27% to 31% as measured by the 2021 STAAR assessment.
3rd-grade reading "Masters" percentages will increase from 16% to 20% as measured by the 2021 STAAR assessment.

Targeted or ESF High Priority

Evaluation Data Sources: 2020 State Accountability, MAPS

Summative Evaluation: None

Performance Objective 2: 3rd-grade math "Meets" percentages will increase from 31% to 35% as measured by the 2021 STAAR assessment.
3rd-grade math "Masters" percentages will increase from 11% to 15% as measured by the 2021 STAAR assessment.

Evaluation Data Sources: 2020 State Accountability, MAPS

Summative Evaluation: None

Performance Objective 3: The percentage of students that Met Standard on all subjects/grades tested will increase from 25% to 30% as measured by the 2021 STAAR assessment.
The percentage of students that Mastered Standard on all subjects/grades tested will increase from 10% to 15% as measured by the 2021 STAAR assessment.

Evaluation Data Sources: 2020 State Accountability, MAPS

Summative Evaluation: None

Performance Objective 4: The percentage of students meeting or exceeding the growth target will increase from 60% to 63% as measured by the 2021 STAAR assessment.

Evaluation Data Sources: 2021 State Accountability, MAPS

Summative Evaluation: None

Performance Objective 5: Implement innovative instructional models that enable personalized learning for all students.

Evaluation Data Sources: Data reports and walkthroughs

Summative Evaluation: None

Strategy 1: Implement assessment models that ensure teachers and students are able to monitor their learning and growth. Assessment models will include the following: MAP Growth Assessments, Formative Assessments, and Aggressive Monitoring.

Strategy's Expected Result/Impact: Increase in student growth

Staff Responsible for Monitoring: Teachers and Administrators

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: Improve low-performing schools

Funding Sources: None

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

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Strategy 2: The principal will implement PLC's where teams implement the data-driven instructional process, TEKS knowledge (know and show charts), implement the coaching model of Observation/feedback, and plan for student mastery of learning objectives through a personalized learning path.

Strategy's Expected Result/Impact: Increased student achievement

Staff Responsible for Monitoring: Teachers, instructional specialist, administrators

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: Improve low-performing schools

Funding Sources: None

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

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Campus Funding Summary

Addendums

Ector County Independent School District

Pease Elementary

Improvement Plan

2020-2021

Accountability Rating: F

Mission Statement

Pease Elementary, a Pre Kindergarten through 2nd grade campus that fosters **rigorous**, **innovative teaching and learning** through a system of **building relationships**, **maintaining high expectations**, **mutual acountability for all stakeholders** while **remaining consistent** in the pursuit of excellence.

Vision

Pease Elementary, where every student is provided a high quality education with strong foundational skills to become life-long learners.

Value Statement

We are the Pease Mustangs.

We are kind and polite.

We are hard workers.

We are good citizens.

We are COLLEGE BOUND.

We will succeed.

Go Mustangs!

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Comprehensive Needs Assessment

Priority Problem Statements

Problem Statement 2: There were teacher vacancies throughout the year that did not get filled, leaving classrooms with a high number of students.

Root Cause 2: Lack of highly qualified and/or interested applicants.

Problem Statement 2 Areas: School Culture and Climate - Staff Quality, Recruitment, and Retention - School Processes & Programs - Perceptions

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card Data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- STAAR EL Progress Measure data
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved Prekindergarten and Kindergarten assessment data
- Other Prekindergarten and Kindergarten assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- Dyslexia Data

- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- School safety data

Employee Data

- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- TTESS data

Goals

Goal 1: Pease will 100% align curriculum, instruction, assessments, data monitoring and professional learning to positively impact student growth to ensure all grade levels and subpopulations meet or exceed state averages in Reading and Math by 2024.

Performance Objective 1: 80% of Kindergarten students will be reading at a Lexile Performance Level of Meets, 100-220, and Masters, 225+, by the end of the 2020-2021 school year.

Evaluation Data Sources: MAP Assessment. Additional data sources may include- Imagine Reading, iRead testing (HMH), campus based assessments, district short cycle assessments, teacher created assessments, fluency folder data, and anecdotal notes.

Summative Evaluation: None

Strategy 1: 1) Teachers will be knowledgeable in their grade level TEKS standards and the vertical alignment of those standards from PK-3rd grade.

Strategy's Expected Result/Impact: Teachers will use the TEKS standards to create quality lesson plans and monitor student performance of the standards within his/her classroom.

Staff Responsible for Monitoring: Teachers, Admin, Instructional Specialist

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: None

TEA Priorities: Build a foundation of reading and math

Funding Sources: None

ESF Levers: None

Comprehensive Support Strategy

Additional Targeted Support Strategy

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Strategy 2: Teachers will use the data from several data sources (Imagine Reading, iRead, Guided Reading, fluency folders, informal and formals assessments) to ensure students are gaining the skills needed to read at incremental goals , which are determined during documented monthly student/teacher conferences.

Strategy's Expected Result/Impact: Students will have ownership of their own learning, document their performance and progress and be motivated to reach their goals.

Staff Responsible for Monitoring: Teachers, Admin. Instructional Specialist

Title I Schoolwide Elements: 2.4, 2.5

Problem Statements: None

TEA Priorities: None

Funding Sources:
Title One School-wide $59,000

ESF Levers: None

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Strategy 3: Pease will monitor implementation of curriculum through walk-throughs and lesson plans. PLCs and grade level meetings will take place weekly to ensure the implementation of curriculum documents, diffeentiation to meet students needs and formative evaluations.

Strategy's Expected Result/Impact: MAP assessment, teacher created assessments, short cycle assessments, teacher observations, teacher data talks, Imagine Reading, Brainchild, iRead, TELPAS, Las Links, RTI, LLI guided reading, guided math and interventions will show 20% of student progress every quarter.

Staff Responsible for Monitoring: Administrators
Teachers
Dyslexia Teacher
Special Education Teacher
Instructional Specialist

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: None

TEA Priorities: None

Funding Sources:
Title One School-wide $46,000

ESF Levers: None

Comprehensive Support Strategy

Additional Targeted Support Strategy

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Strategy 4: Campus Professional Learning will take place where teachers meet in a vertical team to focus of curriculum, vertical alignment, best practices used in the classroom and grade level expectations.
Pease will focus on guided reading, guided math and phonics.

Strategy's Expected Result/Impact: Teachers will have posted lesson objectives and comprehensive purposeful questions in the classroom that students understand are the focused expectations of the lesson. Students will be able to verbalize and demonstrate their understanding of the lesson objective and their expectations during the lesson.

Staff Responsible for Monitoring: Teachers, IS, Administration

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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Strategy 5: The leadership team and special education teachers will provide support or curriculum implementation through model lessons, observations, and interventions as needed for reading, understanding the scope and sequence, module maps and facilitating lesson materials and manipulatives.

Strategy's Expected Result/Impact: Teachers will have a grade level standards mapped out for the year to ensure all standards are taught and there is consistency. Administration will support teachers with curriculum through dissecting the TEKS, Know and Shows, data review, intervention strategies.

Staff Responsible for Monitoring: None

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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Strategy 6: All staff will meet with their TTESS administrator once a month for data meetings on each of their students.

Strategy's Expected Result/Impact: Teachers will present data on each student performance and progress. Subgroups (EL, Ecomonically Disadvantaged, SPED, 504, RtI) will be analyzed to ensure academic gaps are being closed.

Staff Responsible for Monitoring: Teachers, Administration

Title I Schoolwide Elements: 2.4, 2.6

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2: 80% of 1st Grade students will be reading at a Lexile Performance Level of Meets, 225-320, and Masters, 350+, by the end of the 2019-2020 school year.

Evaluation Data Sources: MAP Assessment. Additional data sources may include- Imagine Reading, iRead testing (HMH), campus based assessments, district short cycle assessments, teacher created assessments, fluency folder data, and anecdotal notes.

Summative Evaluation: None

Strategy 1: Instructional specialist will be used to support teacher growth and capacity for teaching reading.

Strategy's Expected Result/Impact: Through PLCs, CPLs and classroom supports we will see growth in teacher capacity to promote successful reading levels.

Staff Responsible for Monitoring: Administration, Instructional Specialists

Title I Schoolwide Elements: 2.4, 2.5

Problem Statements: None

TEA Priorities: Recruit, support, retain teachers and principals

Funding Sources: None

ESF Levers: None

Comprehensive Support Strategy

Additional Targeted Support Strategy

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Strategy 2: 1) Teachers will be knowledgeable in their grade level TEKS standards and the vertical alignment of those standards from PK-3rd grade.

Strategy's Expected Result/Impact: Teachers will use the TEKS standards to create quality lesson plans and monitor student performance of the standards within his/her classroom.

Staff Responsible for Monitoring: Teachers, Admin, Instructional Specialist

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: None

TEA Priorities: Build a foundation of reading and math

Funding Sources: None

ESF Levers: None

Comprehensive Support Strategy

Additional Targeted Support Strategy

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Strategy 3: Teachers will use the data from several data sources (Imagine Reading, iRead, Guided Reading, fluency folders, informal and formals assessments) to ensure students are gaining the skills needed to read at incremental goals , which are determined during documented monthly student/teacher conferences.

Strategy's Expected Result/Impact: Students will have ownership of their own learning, document their performance and progress and be motivated to reach their goals.

Staff Responsible for Monitoring: Teachers, Admin. Instructional Specialist

Title I Schoolwide Elements: 2.4, 2.5

Problem Statements: None

TEA Priorities: None

Funding Sources:
Title One School-wide $59,000

ESF Levers: None

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Strategy 4: Pease will monitor implementation of curriculum through walk-throughs and lesson plans. PLCs and grade level meetings will take place weekly to ensure the implementation of curriculum documents, diffeentiation to meet students needs and formative evaluations.

Strategy's Expected Result/Impact: Teacher created assessments, short cycle assessments, teacher observations, teacher data talks, Istation, Brainchild, iRead, TELPAS, Las Links, RTI, LLI guided reading, guided math and interventions will show 20% of student progress every quarter.

Staff Responsible for Monitoring: Administrators
Teachers
Dyslexia Teacher
Special Education Teacher
Instructional Specialist

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: None

TEA Priorities: None

Funding Sources:
Title One School-wide $46,000

ESF Levers: None

Comprehensive Support Strategy

Additional Targeted Support Strategy

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Strategy 5: Campus Professional Learning will take place where teachers meet in a vertical team to focus of curriculum, vertical alignment, best practices used in the classroom and grade level expectations.
Pease will focus on guided reading, guided math and phonics.

Strategy's Expected Result/Impact: Teachers will have posted lesson objectives and comprehensive purposeful questions in the classroom that students understand are the focused expectations of the lesson. Students will be able to verbalize and demonstrate their understanding of the lesson objective and their expectations during the lesson.

Staff Responsible for Monitoring: Teachers, IS, Administration

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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Strategy 6: The leadership team and special education teachers will provide support or curriculum implementation through model lessons, observations, and interventions as needed for reading, understanding the scope and sequence, module maps and facilitating lesson materials and manipulatives.

Strategy's Expected Result/Impact: Teachers will have a grade level standards mapped out for the year to ensure all standards are taught and there is consistency. Administration will support teachers with curriculum through dissecting the TEKS, Know and Shows, data review, intervention strategies.

Staff Responsible for Monitoring: None

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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Strategy 7: All staff will meet with their TTESS administrator once a month for data meetings on each of their students.

Strategy's Expected Result/Impact: Teachers will present data on each student performance and progress. Subgroups (EL, Ecomonically Disadvantaged, SPED, 504, RtI) will be analyzed to ensure academic gaps are being closed.

Staff Responsible for Monitoring: Teachers, Administration

Title I Schoolwide Elements: 2.4, 2.6

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3: 80% of 2nd Grade students will be reading at a Lexile Performance Level of Meets,350-460, and Masters, 475+, by the end of the 2019-2020 school year.

Evaluation Data Sources: MAP Assessment. Additional data sources may include- Imagine Reading, iRead testing (HMH), campus based assessments, district short cycle assessments, teacher created assessments, fluency folder data, and anecdotal notes.

Summative Evaluation: None

Strategy 1: Instructional specialist will be used to support teacher growth and capacity for teaching reading.

Strategy's Expected Result/Impact: Through PLCs, CPLs and classroom supports we will see growth in teacher capacity to promote successful reading levels.

Staff Responsible for Monitoring: Administration, Instructional Specialists

Title I Schoolwide Elements: 2.4, 2.5

Problem Statements: None

TEA Priorities: Recruit, support, retain teachers and principals

Funding Sources: None

ESF Levers: None

Comprehensive Support Strategy

Additional Targeted Support Strategy

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Strategy 2: 1) Teachers will be knowledgeable in their grade level TEKS standards and the vertical alignment of those standards from PK-3rd grade.

Strategy's Expected Result/Impact: Teachers will use the TEKS standards to create quality lesson plans and monitor student performance of the standards within his/her classroom.

Staff Responsible for Monitoring: Teachers, Admin, Instructional Specialist

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: None

TEA Priorities: Build a foundation of reading and math

Funding Sources: None

ESF Levers: None

Comprehensive Support Strategy

Additional Targeted Support Strategy

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Strategy 3: Teachers will use the data from several data sources (Imagine Reading, iRead, Guided Reading, fluency folders, informal and formals assessments) to ensure students are gaining the skills needed to read at incremental goals , which are determined during documented monthly student/teacher conferences.

Strategy's Expected Result/Impact: Students will have ownership of their own learning, document their performance and progress and be motivated to reach their goals.

Staff Responsible for Monitoring: Teachers, Admin. Instructional Specialist

Title I Schoolwide Elements: 2.4, 2.5

Problem Statements: None

TEA Priorities: None

Funding Sources:
Title One School-wide $59,000

ESF Levers: None

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Strategy 4: Pease will monitor implementation of curriculum through walk-throughs and lesson plans. PLCs and grade level meetings will take place weekly to ensure the implementation of curriculum documents, diffeentiation to meet students needs and formative evaluations.

Strategy's Expected Result/Impact: Teacher created assessments, short cycle assessments, teacher observations, teacher data talks, Istation, Brainchild, iRead, TELPAS, Las Links, RTI, LLI guided reading, guided math and interventions will show 20% of student progress every quarter.

Staff Responsible for Monitoring: Administrators
Teachers
Dyslexia Teacher
Special Education Teacher
Instructional Specialist

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: None

TEA Priorities: None

Funding Sources:
Title One School-wide $46,000

ESF Levers: None

Comprehensive Support Strategy

Additional Targeted Support Strategy

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Strategy 5: Campus Professional Learning will take place where teachers meet in a vertical team to focus of curriculum, vertical alignment, best practices used in the classroom and grade level expectations.
Pease will focus on guided reading, guided math and phonics.

Strategy's Expected Result/Impact: Teachers will have posted lesson objectives and comprehensive purposeful questions in the classroom that students understand are the focused expectations of the lesson. Students will be able to verbalize and demonstrate their understanding of the lesson objective and their expectations during the lesson.

Staff Responsible for Monitoring: Teachers, IS, Administration

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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Strategy 6: The leadership team and special education teachers will provide support or curriculum implementation through model lessons, observations, and interventions as needed for reading, understanding the scope and sequence, module maps and facilitating lesson materials and manipulatives.

Strategy's Expected Result/Impact: Teachers will have a grade level standards mapped out for the year to ensure all standards are taught and there is consistency. Administration will support teachers with curriculum through dissecting the TEKS, Know and Shows, data review, intervention strategies.

Staff Responsible for Monitoring: None

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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Strategy 7: All staff will meet with their TTESS administrator once a month for data meetings on each of their students.

Strategy's Expected Result/Impact: Teachers will present data on each student performance and progress. Subgroups (EL, Ecomonically Disadvantaged, SPED, 504, RtI) will be analyzed to ensure academic gaps are being closed.

Staff Responsible for Monitoring: Teachers, Administration

Title I Schoolwide Elements: 2.4, 2.6

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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0% No Progress	100% Accomplished	Continue/Modify	Discontinue

Performance Objective 4: 100% of teachers will be trained to increase teacher knowledge and implementation of evidence-based practices to positively impact student literacy achievement.

Evaluation Data Sources: PD Sign in Sheets, Science of Teaching Reading Certification, monitoring of effective literacy teaching through lesson rubrics, walkthroughs, admin./teacher conferences

Summative Evaluation: None

Strategy 1: All PK-2nd grade teachers will be trained in Reading Academies training in the Fall of 2020 and will test for Science of Teaching Reading Certification in mid January 2021.

Strategy's Expected Result/Impact: Teacher knowledge of evidence based practices to positively impact student achievement.

Staff Responsible for Monitoring: Teachers, Admin., Instructional Specialist

Title I Schoolwide Elements: 2.5

Problem Statements: None

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

Funding Sources: None

ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction

Comprehensive Support Strategy

Targeted Support Strategy

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Strategy 2: All PK-2nd grade teachers will be trained in Blended Learning over the next 4 years.

Strategy's Expected Result/Impact: Teachers will be knowledgeable in the personalized learning and implement student personalized learning plan to enhance student learning.

Staff Responsible for Monitoring: Teachers, Administration

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 2: Pease will work to retain, recruit, develop highly effective individuals who are invested in tomorrow to inform their practices.

Performance Objective 1: Pease will improve from 61% teacher turn over rate to 15% by the end of the 2020 school year.

Evaluation Data Sources: Campus leadership will implement 100% targeted and personalized strategies to support and retain staff, particularly high performing staff.

Summative Evaluation: None

Strategy 1: The campus will implement ongoing and proactive recruitment strategies that include many sources for high-quality candidates.

Strategy's Expected Result/Impact: Student performance will increase by 20% each quarter through effective, well-supported teachers resulting in all students having access to high-quality education.

Staff Responsible for Monitoring: Administration, Instructional Specialists, Teacher Leaders

Title I Schoolwide Elements: 2.5

Problem Statements: None

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

Funding Sources: None

ESF Levers: None

Additional Targeted Support Strategy

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Strategy 2: Campus administration will have clear selection criteria, protocols, and hiring processes that are align with the school's vision, mission, values, and goals.

Strategy's Expected Result/Impact: Teachers will be able to verbalize and demonstrate the campus vision and mission through classroom instruction, team collaboration, and knowledge of campus goals.

Staff Responsible for Monitoring: Teachers, CIT, Administration

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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Strategy 3: Campus leadership will implement and monitor grade-level and content teams so that they are strong, supported by teacher leaders trained in adult learning facilitation and team dynamics.

Strategy's Expected Result/Impact: There will be a low staff turn over rate, systems of team collaboration, support, high expectations, mutual accountability and consistency.

Staff Responsible for Monitoring: Administration, CIT

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 3: Pease will establish, maintain strong partnerships with parents, the community, businesses, and local partnerships through systems of communicating, educating and collaborating the campus vision and mission.

Performance Objective 1: Parent communication will be provided 100% in English and Spanish so parents are aware of events taking place at school.

Evaluation Data Sources: Weekly/monthly notes, parent letters, communication through technology application such as SeeSaw, Parent Link, campus FB and campus Twitter will be in English and Spanish.

Summative Evaluation: None

Strategy 1: Pease will communicate activities with parents through newsletters, parent links, and technology application in English and Spanish.

Strategy's Expected Result/Impact: Correspondence with parents will reflect 100% of English language and Spanish language in artifacts of newsletters, parent link messages, and technology application in the classroom(SeeSaw).

Staff Responsible for Monitoring: Campus Administration, Instructional Specialists, Secretary and Clerk, Campus Instructional staff

Title I Schoolwide Elements: 3.1, 3.2

Problem Statements: None

TEA Priorities: Connect high school to career and college, Improve low-performing schools

Funding Sources:
None

ESF Levers: None

Comprehensive Support Strategy

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 2: Pease will encourage partnerships with community health-based agencies and individuals as educational resources to improve the wellness of ECISD students, faculty, staff, and their families.

Evaluation Data Sources: Pease will reflect 50% of partnerships and communication with parents, businesses and community impacts the educational setting.

Summative Evaluation: None

Strategy 1: 1) Pease will conduct parent surveys in English and Spanish to determine areas of need in the home to support the overall health and well being of students and families.

Strategy's Expected Result/Impact: 50% of campus activities will reflect the identified areas of need by students, teachers and parents.

Staff Responsible for Monitoring: Administration,
Instructional Specialists,
Grade level teachers,
Special Education and Dyslexia Teachers

Title I Schoolwide Elements: 3.1, 3.2

Problem Statements: None

TEA Priorities: Improve low-performing schools

Funding Sources:
None

ESF Levers: None

Comprehensive Support Strategy

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Strategy 2: Pease will coordinate activities based upon surveys received by parents to improve the educational resources and support for students at home.

Strategy's Expected Result/Impact: Parents will be knowledgeable about campus vision and invest in student learning.

Staff Responsible for Monitoring: None

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: None

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 3: Pease Elementary will engage all parents in at least four events yearly.

Evaluation Data Sources: A collection of sign in sheets, materials presented and distributed to parents will reflect 65% of family engagement.

Summative Evaluation: None

Strategy 1: Pease will organize meeting times with parents through a variety of activities-
Parent Orientation, Open House, Pizza with My Peeps, Fall Festival, Academic Nights (Fall and Spring).

Strategy's Expected Result/Impact: Sign in Sheets will reflect 50% of Parent engagement through VIP and PTA participation.

Staff Responsible for Monitoring: Campus Administration, Instructional Specialist

Title I Schoolwide Elements: 3.1, 3.2

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: None

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Strategy 2: All staff and students are taught, practice, and reinforce behavioral expectations with a common language.
2) All staff and students understand a system of rewards and consequences, including restorative practices, and consistently implements the system with fidelity.
3) A campus wide Positive Based Intervention System and Character Develop program is implemented to proactively teach mental heath and wellness skills to students.
4) The campus creates an inclusive and welcoming environment that engages all families in critical aspects of student learning.

Strategy's Expected Result/Impact: 80% of staff members can explain the vision, mission and value and how they are present in the daily life of the school.

Staff Responsible for Monitoring: Administration,
classroom teachers, campus staff

Title I Schoolwide Elements: 3.1, 3.2

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: None

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0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue

Performance Objective 4: Pease Elementary will promote parent involvement through VIP program and PTA program.

Evaluation Data Sources: Pease Elementary PTA will be established during the 2020-2021 school year and have active participation from parents at each grade level.

Summative Evaluation: None

Strategy 1: The campus will present information regarding VIP and PTA participation through Meet the Teacher night, Parent Orientation, Family Academic Nights, Feedback from Parent surveys, communication through face to face, telephone or technology.

Strategy's Expected Result/Impact: The number of parents applying and engaging in campus activities will increase from 0% to 20% by the end of the year 2020.

Staff Responsible for Monitoring: Administration, Secretary, Clerk, Classroom teachers, Special Education teachers

Title I Schoolwide Elements: 3.1, 3.2

Problem Statements: None

TEA Priorities: Connect high school to career and college, Improve low-performing schools

Funding Sources: None

ESF Levers: None

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No Progress Accomplished Continue/Modify Discontinue

Campus Funding Summary

Title One School-wide					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2			$59,000.00
1	1	3			$46,000.00
1	2	3			$59,000.00
1	2	4			$46,000.00
1	3	3			$59,000.00
1	3	4			$46,000.00
				Sub-Total	$315,000.00
				Grand Total	$315,000.00

Addendums

Ector County Independent School District

Reagan Academic Magnet

Improvement Plan

2020-2021

Mission Statement

The mission of the ECISD Community, a passionate, unified, world class leader in education, is to develop world ready, life long learners who discover their unique gifts, achieve personal success, and fuel their community by building unified, comprehensive community support and participation that fosters a standard of excellence serving as advocate and steward for all students; ensuring relevant teaching, engaged learning, and dynamic innovation; and maximizing all available resources.

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- Goal 3 : Goal 3: ECISD will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society. 28

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Comprehensive Needs Assessment

Revised/Approved: October 8, 2020

Demographics

Demographics Strengths

Reagan's parent base is definitely a strength for our campus. The parent involvement is huge and they help to fulfill all the needs of the campus. Our mobility rate is also one of our strengths and continues to remain low, second lowest for our district. Fourteen students = 2.9%

Problem Statements Identifying Demographics Needs

Problem Statement 1: Our Bilingual and ESL students are underperforming our monolingual students **Root Cause:** There is a language barrier with these students.

Student Achievement

Student Achievement Summary

2019 STAAR Performance Data Table

EL MAGNET AT REAGAN EL (068901118) - ECTOR COUNTY ISD

Data Table

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current)	EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled
All Subjects															
Percent of Tests															
% at Approaches GL Standard or Above	100%	100%	100%	100%	*	100%	-	100%	99%	100%	100%	100%	100%	100%	100%
% at Meets GL Standard or Above	89%	100%	87%	92%	*	97%	-	100%	86%	90%	90%	71%	100%	89%	100%
% at Masters GL Standard	65%	82%	60%	67%	*	77%	-	92%	57%	66%	65%	48%	92%	64%	75%
Number of Tests															
# at Approaches GL Standard or Above	737	17	419	247	*	39	-	**	132	118	120	21	12	689	48

# at Meets GL Standard or Above	662	17	365	227	*	38	-	**	115	106	108	15	12	614	48
# at Masters GL Standard	478	14	254	166	*	30	-	**	76	78	78	10	11	442	36
Total Tests	740	17	421	248	*	39	-	**	133	118	120	21	12	692	48
ELA/Reading															
Percent of Tests															
% at Approaches GL Standard or Above	100%	100%	100%	99%	*	100%	-	*	100%	100%	100%	100%	*	100%	100%
% at Meets GL Standard or Above	87%	100%	83%	90%	*	100%	-	*	84%	84%	84%	78%	*	86%	100%
% at Masters GL Standard	63%	71%	58%	66%	*	80%	-	*	55%	57%	56%	44%	*	62%	72%
Number of Tests															
# at Approaches GL Standard or Above	275	7	158	90	*	15	-	*	49	44	45	9	*	257	18
# at Meets GL Standard or Above	240	7	131	82	*	15	-	*	41	37	38	7	*	222	18
# at Masters GL Standard	174	5	92	60	*	12	-	*	27	25	25	4	*	161	13
Total Tests	276	7	158	91	*	15	-	*	49	44	45	9	*	258	18
Mathematics															

Percent of Tests															
% at Approaches GL Standard or Above	100%	100%	99%	100%	*	100%	-	*	98%	100%	100%	100%	*	100%	100%
% at Meets GL Standard or Above	91%	100%	88%	92%	*	100%	-	*	88%	91%	91%	78%	*	90%	100%
% at Masters GL Standard	69%	86%	65%	69%	*	93%	-	*	63%	77%	76%	56%	*	67%	100%
Number of Tests															
# at Approaches GL Standard or Above	275	7	157	91	*	15	-	*	48	44	45	9	*	257	18
# at Meets GL Standard or Above	250	7	139	84	*	15	-	*	43	40	41	7	*	232	18
# at Masters GL Standard	190	6	102	63	*	14	-	*	31	34	34	5	*	172	18
Total Tests	276	7	158	91	*	15	-	*	49	44	45	9	*	258	18
Writing															
Percent of Tests															
% at Approaches GL Standard or Above	99%	*	98%	100%	*	100%	-	*	100%	100%	100%	*	*	99%	100%
% at Meets GL Standard or Above	84%	*	81%	84%	*	86%	-	*	80%	93%	93%	*	*	82%	100%

% at Masters GL Standard	41%	*	40%	34%	*	43%	-	*	40%	60%	60%	*	*	41%	40%
Number of Tests															
# at Approaches GL Standard or Above	96	*	52	32	*	7	-	*	20	15	15	*	*	86	10
# at Meets GL Standard or Above	81	*	43	27	*	6	-	*	16	14	14	*	*	71	10
# at Masters GL Standard	40	*	21	11	*	3	-	*	8	9	9	*	*	36	4
Total Tests	97	*	53	32	*	7	-	*	20	15	15	*	*	87	10
Science															
Percent of Tests															
% at Approaches GL Standard or Above	100%	-	100%	100%	-	*	-	*	100%	100%	100%	*	*	100%	*
% at Meets GL Standard or Above	100%	-	100%	100%	-	*	-	*	100%	100%	100%	*	*	100%	*
% at Masters GL Standard	81%	-	75%	94%	-	*	-	*	67%	67%	67%	*	*	82%	*
Number of Tests															
# at Approaches GL Standard or Above	91	-	52	34	-	*	-	*	15	15	15	*	*	89	*

# at Meets GL Standard or Above	91	-	52	34	-	*	-	*	15	15	15	*	*	89	*
# at Masters GL Standard	74	-	39	32	-	*	-	*	10	10	10	*	*	73	*
Total Tests	91	-	52	34	-	*	-	*	15	15	15	*	*	89	*

Student Achievement Strengths

Our strength throughout the achievement area is the fact that all subgroups are being successful on our campus. We have no gaps between the subgroups and all students are performing at the same level. These strengths are due to programs such as AVID.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: 71% of special population students are scored at the meets standard while other students are performing at the 89% range. 86% of economically disadvantaged students are scoring at meets level while all students are averaging 89% **Root Cause:** Instruction needs to be scaffold and differentiation needs to be embedded into instruction.

School Culture and Climate

School Culture and Climate Summary

Reagan Elementary is a total magnet campus and serves students from all areas of Odessa. Our students perform well on all tests regardless of the subgroup they may be a part of in demographics.

Staff morale is high and the staff works alongside a very active PTA. The staff is well aware of the needs of our students and works hard to ensure they have what is needed to be successful.

Reagan Elementary and the Reagan PTA offer several opportunities for parents and community involvement such as:

Meet the teacher (virtually) Parent Orientation, Reading night, Math night, Music programs, P.S I love you, Track and Field Day, Reaganfest, Talent Show, and a VIPs program.

We also had several programs in place such as, VIPS programs, PTA, AVID, Science Fair, Talent Show, Watch D.O.G.S program, music programs, and Enrichment clusters for our students.

School Culture and Climate Strengths

One of the biggest strengths for Reagan is the strength of its PTA. Our PTA reached a 100% membership last year and help to raise over $15,000 for our school last year. They are continually assisting with the needs in our classrooms as well as purchasing a digital sign for the front of our building. They also purchased $15,000 worth of new books for our library in the last few years.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Reagan is fully staffed with teachers for 2020-2021 school year. We are working to fill a few aide positions that are new staff this year. We have eager, highly-qualified staff teachers in each position and maintain very little mobility and change within our staff. Only highly qualified teachers are hired and we interview and hire the best teacher for our openings.

Staff Quality, Recruitment, and Retention Strengths

Reagan only has one new to the campus teacher that has previous teaching experience within ECISD. All current teachers have been on staff or are returning to Reagan.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Administrators are quickly assessing needs and staffing for 2020-2021 school year. **Root Cause:** Reagan has two new administrators for the 2020-2021 school year

Parent and Community Engagement

Parent and Community Engagement Summary

Reagan offers a variety of ways for parents and community members to be involved in our campus.

Reagan has many activities to encourage parent involvement: Meet the teacher (virtually) Parent Orientation (on website), Reading nights, Math nights, P.S I love you, Science Fair, Fifth grade and Kinder graduations, and field day. Reagan also has several committees through our PTA that provides great opportunities for our parents and community.

Reagan students are given the opportunity to learn about community involvement and learn to give back to the community through Canned Food Drives, March of Dimes, Coats for Kids, and Jump Rope for Heart.

Reagan also has a VIPS program which lets parents and other community members support teachers.

Reagan has the Schoolwide Enrichment Model where community and parents are brought in to help teach certain skills to our enrichment academies.

Parent and Community Engagement Strengths

Parents are actively involved in all areas of the school. They are willing to help wherever needed.

Parents are eager to partner with the school in any capacity needed.

School Context and Organization

School Context and Organization Summary

Reagan will continue to use data in all classrooms PK - 5 to guide instruction. Data will be reviewed from MAP, brainchild, benchmarks, unit tests, and classroom observations. PLCs are organized by grade clusters and will meet to review student data, classroom instruction, and maintenance. PLC will meet weekly. CIT meets once a quarter to discuss campus goals and review of campus improvement plans.

AVID site team collaborate monthly on incorporating AVID Costa's Levels of Thinking in lesson planning and delivery to increase student engagement, rigor and student achievement. Campus leadership monitors lesson plans and instructional delivery to ensure student engagement is occurring, rigorous lessons are being taught, and teachers are monitoring and adjusting to individual learn needs. Leadership committee will meet once a month to review new campus initiatives and changes needed to keep moving students forward.

100% of teachers in grades 4th-5th are AVID trained in AVID Foundations of Learning.

Our school consists of grades PK-5th. PK has one monolingual and 1 bilingual full day teacher. Kinder through 2nd has 4 monolingual and 1 bilingual. 3rd through 5th has 3 monolingual and 1 bilingual.

School Context and Organization Strengths

One of our strengths is vertical planning and allowing the teachers to vertically discuss and examine curriculum. It helps to identify gaps in teaching and helps guide teachers to stay within their grade level boundaries. We will be creating Know and Shows durning grade level PLC's.

Technology

Technology Summary

Reagan currently has working Smart Boards, projectors, and document cameras in all classrooms. Each teacher has a teacher computer and access to computers to use in workstations. The school also has three rolling laptop cart that houses 15 laptops and students will be bringing devices to use at school. Reagan staff uses Seesaw for PK-2nd and Google classroom 3rd-5th and various other apps. to communicate with parents. We will use Remind as our schoolwide communication between teachers and parents. We cover at least one new idea in technology each year with training in August.

Technology Strengths

Reagan's strength is the fact that the staff uses and implements technology training in their classrooms. They are not afraid of technology and willingly continue to grow in this area. During COVID 19 we will have one remote teacher per grade level to allow those students to work from home. During Phase In's all other teachers will be teaching face to face and remotely to ensure 100% of students are learning.

Problem Statements Identifying Technology Needs

Problem Statement 1: Technology issues during remote learning may be high at times. **Root Cause:** Some students have poor internet connections and others have none at all.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Observation Survey results
- Texas approved Prekindergarten and Kindergarten assessment data
- Other Prekindergarten and Kindergarten assessment data
- Grades that measure student performance based on the TEKS
- Other Prekindergarten and Kindergarten assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Equity Data
- Highly qualified staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- TTESS data
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Parent Involvement Rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Goal 1: Goal 1: Foundational Excellence: ECISD will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 1: Reagan will embed technology for anytime, anywhere teaching and learning.

Evaluation Data Sources: Walkthroughs, student usage reports in Imagine Learning, Imagine Math

Summative Evaluation: None

Strategy 1: Use technology resources that will enable students, teachers and leaders to implement and monitor personalized learning for all, including the following: Learning Management System (LMS) and Adaptive Technology

Strategy's Expected Result/Impact: Students will fully participate in Imagine Learning, SeeSaw (Pre K-2nd grade), Google Classrooms (3rd-5th grade).

Staff Responsible for Monitoring: Principal, AP, IS and Teachers

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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Strategy 2: Provide teacher with necessary tools and training to embed technology in face to face and remote lessons.

Strategy's Expected Result/Impact: Students will participate in Imagine Learning, SeeSaw (Pre K-2nd grade), Google Classrooms (3rd-5th grade).

Staff Responsible for Monitoring: Principal, AP, IS, and Teachers

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2: Annual student attendance will increase from 97.7 in 2020 to 98.2 in 2021.

Evaluation Data Sources: weekly reports and attendance, final year report from 2020-2021

Summative Evaluation: None

Strategy 1: An attendance letter will be issued to students that have less than 90% attendance either virtually or face to face.

Strategy's Expected Result/Impact: Increase our attendance rate with fewer contracts per our attendance weekly report.

Staff Responsible for Monitoring: Principal, AP, counselor, Attendance Clerk

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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Strategy 2: Attendance and discipline committees will meet every nine weeks to ensure contracts and contacts are in place.

Teacher will contact students daily when absent. Contact will be documented in Eduphoria.

Clerk will contact when student show up on weekly COC report and will document in Eduphoria .

Principal, AP or counselor will complete contracts on students with excessive absences by meeting with parents and strategies for improving attendance will be shared with parents.

Strategy's Expected Result/Impact: Students attendance rate will increase from 97.7 to 98.2 by 2021.

Staff Responsible for Monitoring: Teachers, Clerk, Principal, AP and counselor

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3: Develop the understanding of shared vision of Social Emotional Learning (SEL) the creates systematic change where SEL can thrive.

Evaluation Data Sources: Character education lesson from counselor one time monthly PreK-5th

Summative Evaluation: None

Strategy 1: Staff will gain a professional learning about SEL research and practice.

Strategy's Expected Result/Impact: Awareness of SEL research and practice.

Staff Responsible for Monitoring: Principal, AP, counselor and teachers

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

Formative
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Jan
Mar
Summative
May

Strategy 2: Students will learn to be healthy socially, emotionally and academically.

Strategy's Expected Result/Impact: All staff will reinforce this continually.

Staff Responsible for Monitoring: Principal, AP, counselors

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

Formative
Oct
Jan
Mar
Summative
May

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 4: Reagan will provide a safe and supportive learning environment.

Evaluation Data Sources: Implements PBIS/CHAMPS, staff/student/parent surveys

Summative Evaluation: None

Strategy 1: Awareness training for all staff, students and parents will be provided in the area of sexual abuse and other maltreatment of children. All new staff will be trained during new employee training on Darkness to Light and Stewards of Child prevention. Counselor will train staff during staff development on prevention and reporting requirements.

Strategy's Expected Result/Impact: Staff and supportive environment

Staff Responsible for Monitoring: Principal, AP and counselor

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

Formative
Oct
Jan
Mar
Summative
May

Strategy 2: Reagan will use the guidance and counseling curriculum will be implemented in PK-5th discussing child abuse, bullying and conflict resolution, decision making, behavior, and other social and emotional topics.

Strategy's Expected Result/Impact: Safe and supportive environment at Reagan.

Staff Responsible for Monitoring: Principal, AP, counselor

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

Formative
Oct
Jan
Mar
Summative
May

Strategy 3: Teachers will be trained through PD on CHAMPS/PBIS, and Conscious Discipline. It will implemented school wide and in the classrooms.

Strategy's Expected Result/Impact: Safe and supportive environment

Staff Responsible for Monitoring: Principal, AP, counselor and teachers

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

Formative
Oct
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May

Strategy 4: Train all teachers on Protocols for Safety on campus including: COVID 19, Hygiene, and Safety procedures.

Strategy's Expected Result/Impact: Staff will prepare by practicing for these type of emergencies and daily routines.

Staff Responsible for Monitoring: Principal, AP, Counselor, Teachers, and Staff

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

Formative
Oct
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Summative
May

Strategy 5: Reagan will encourage parents to participate in Remind with 100% participation to increase communication.

Strategy's Expected Result/Impact: Reach more parents with information and parent participation.

Staff Responsible for Monitoring: Principal, AP and teachers

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

Formative
Oct
Jan
Mar
Summative
May

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 5: Reagan will establish and maintain strong partnerships with parents, community and businesses.

Evaluation Data Sources: Continue to seek out parents, community and businesses to help in our school.

Summative Evaluation: None

Goal 2: Goal 2: Invest in Talent: ECISD will recruit, develop and retain highly-effective individuals who are invested in looking at tomorrow to inform their practices today.

Performance Objective 1: In 2020-21, Reagan will offer a job-embedded, personalized professional learning system for teachers.

Evaluation Data Sources: Walkthrough reports and feedback

Summative Evaluation: None

Strategy 1: Each campus administrator will conduct a minimum of 5 documented walkthroughs and/or observation/feedback meetings per week

Strategy's Expected Result/Impact: Improve student learning

Staff Responsible for Monitoring: Principal, AP, IS

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

Formative
Oct
Jan
Mar
Summative
May

Strategy 2: Campus instructional support will provide feedback and coaching to improve classroom practices.

Strategy's Expected Result/Impact: Support teachers

Staff Responsible for Monitoring: Principal, AP and IS

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

Formative
Oct
Jan
Mar
Summative
May

Strategy 3: All staff will attend grade level PLC's

Strategy's Expected Result/Impact: Improve teaching and learning

Staff Responsible for Monitoring: Principal, AP and IS

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

Formative	Summative
Oct	
Jan	
Mar	May

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 2: Reagan's teacher retention rate in 2020 will increase from 88.57 to 92% in 2021

Evaluation Data Sources: End of year teacher retention rate

Summative Evaluation: None

Strategy 1: Utilize culture building strategies such as teacher success with shout outs, luncheon, positive snacks and encouraging notes.

Strategy's Expected Result/Impact: Improve teacher retention/moral.

Staff Responsible for Monitoring: Principal, AP, PTA

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

Formative	Summative
Oct	May
Jan	
Mar	

Strategy 2: Improve technology utilizing the Instructional Technology Specialist to train teachers.

Strategy's Expected Result/Impact: Increase technology knowledge and use in the classroom

Staff Responsible for Monitoring: Principal, AP, IS and Instructional Technology Specialist

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

Formative	Summative
Oct	May
Jan	
Mar	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 3: Goal 3: ECISD will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.

Performance Objective 1: Implement innovative instructional models which enable personalized learning for all students.

Targeted or ESF High Priority

Evaluation Data Sources: MAP reports, formative assessments, PLC Know/Charts, Data

Summative Evaluation: None

Strategy 1: Implement assessment models that ensure teachers and students are able to monitor their learning and growth. Assessment models will include the following: MAP Growth Assessments, Formative Assessments, and Aggressive Monitoring

Strategy's Expected Result/Impact: Student growth

Staff Responsible for Monitoring: Principal, AP, IS and teachers

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

Formative
Oct
Jan
Mar
Summative
May

Strategy 2: Implement research based instructional models which enable personalized learning for all students, including the following: Blended Learning, Balanced Literacy, Enriched Advanced Academics, and/or Project Based Learning

Strategy's Expected Result/Impact: Student growth

Staff Responsible for Monitoring: Principal, AP, IS and teachers

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

Formative
Oct
Jan
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Summative
May

Strategy 3: Principal will implement Professional Learning Communities (PLCs) where teams implement the Data-Driven Instructional process, develop TEKS knowledge (Know/Show charts), implement the coaching model of Observation/Feedback, and plan for student mastery of learning objectives through a personalized learning path

Strategy's Expected Result/Impact: Improve student performance

Staff Responsible for Monitoring: Principal, AP, IS and teachers

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

Formative
Oct
Jan
Mar
Summative
May

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 2: The percentage of students reading on grade level in grades K-2 will increase by 5% from BOY MAP to EOY MAP assessment.

Targeted or ESF High Priority

Evaluation Data Sources: MAP growth

Summative Evaluation: None

Strategy 1: Reagan will follow district curriculum in literacy blocks to ensure student success.

Strategy's Expected Result/Impact: Student growth

Staff Responsible for Monitoring: Principal, AP, IS and teachers

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

Formative
Oct
Jan
Mar
Summative
May

Strategy 2: Reagan IS will work with teachers during PLC's and planning time with a focus on instruction.

Strategy's Expected Result/Impact: Teachers will grow in instruction

Staff Responsible for Monitoring: Principal, AP, IS and teachers

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

Formative
Oct
Jan
Mar
Summative
May

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Campus Funding Summary

Addendums

Ector County Independent School District

Ross Elementary

Improvement Plan

2020-2021

Mission Statement

All staff and students will follow CHAMPS with fidelity in order to create a positive and safe climate. Our daily effort will produce growth in all academic and non-academic areas. Make today better than yesterday.

Vision

Through a growth mindset, distributed leadership and working together, we will create, maintain, and continually work to improve the school community and culture to raise student achievement. We will be a community of learners who believe that continuous learning in our craft, setting high expectations, growing ourselves professionally and personally, taking risks, and creating teacher leaders will create a school culture where students are afforded a personalized learning plan and positive environment to grow academically, socially, and emotionally.
At Ross, we believe that ALL students are treated with dignity and respect at ALL times.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

PEIMS DATA REVIEW - FALL PEIMS COLLECTION

ROSS ELEMENTARY

	2016-2017	2017-2018	2018-2019	2019-2020	DIFFERENCE
STUDENT DATA					
Total Enrollment	361	391	427	452	25
Total Membership	361	391	427	452	25
Early Education	0	0	0	0	0
Pre-Kindergarten	0	0	0	0	0
Kindergarten	49	62	64	76	12
Grade 1	53	55	67	75	8
Grade 2	63	65	67	73	6
Grade 3	57	64	73	74	1
Grade 4	73	68	66	78	12
Grade 5	66	77	90	76	-14
Ethnic Distribution					
White	121	136	138	137	-1
Hispanic / Latino	194	203	238	264	26
Black or African American	24	29	27	32	5
Asian	4	4	3	1	-2
American Indian or Alaska Native	4	4	4	3	-1
Native Hawaiian/ Pacific Islander	5	7	7	3	-4
Two or More	9	8	10	12	2
Special Populations					
At Risk	177	240	131	154	23
Economic Disadvantaged	223	248	295	282	-13
Lep	7	7	7	13	6
Special Education	34	49	73	80	7
Career & Technology Ed	0	0	0	0	0
Bilingual Education	0	0	0	2	2
ESL Education	4	4	4	3	-1
Alternative Language				0	
Gifted & Talented Education	16	14	16	12	-4
Title I	359	391	426	452	26

Immigrant	0	0	1	0	-1
Migrant	0	0	0	0	0
Military Connected	1	0	1	4	3
Foster Care	4	3	2	3	1
Homeless	28	32	34	36	2
Dyslexia	11	18	19	15	-4

Ross has had a steady increase of enrollment from 2016-2019. The majority of
the students for the 2019-20 school year were Hispanic (264 at 59%). This is followed by White (137 at 30%), and Black (32 at .07%), The other ethnic groups have below 15 students. In the past 4 years, white enrollment has stayed at a steady pace with Hispanic enrollment increasing the most.

Our At Risk is 34%, Economically Disadvantaged is 62%. The Special Education percentage was 18%. We had 36 Homeless students (.07%). The 2019-2020 enrollment per grade level was very consistent in the 70's for every grade level this year.

Within the Special education population, 57.6% of the identified students are Hispanic and 33.9% white. These numbers are comparable to the ethnic distribution of the total school population.

Our enrollment is 51.8% female and 48.2% Male.

Demographics Strengths

Enrollment numbers have been consistent over the last few years. Ethnic distribution has been consistent as well with the largest difference being an increasing number in the Hispanic population.

We serve a high population of economically disadvantaged and at risk students which allows for our instructional staff to utilize a number of strategies to build not only academic strenghts but socia emotional wellness amongst the student body.

We have a steadily increasing amount of students who receive Special Education services. The number has doubled over the last three years. Ross seerves a large number of Speech only students and has acquired a second specialized classroom in the last year.

Our Campus does not serve bilingual students but does offer ESL to a small number of LEP identified students.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): The student mobility rate at Ross is at 16.4% (based on withdrawals and entries during 19-20 school year) **Root**

Cause: Fluctuations in the economy and oilfield work cause a high number of families to move in and out of the Permian Basin.

Student Achievement

Student Achievement Summary

2018-2019

3rd Grade Math STAAR *APPROACHES*

YEAR	STATE	DISTRICT	**CAMPUS**	HISP	WH	AA	ASIAN	2 OR M	ECO	SPED	ELL
2018-2019			41.6%	44.4%	40%	50%	*	20%	34.6%	18.2%	0
2017-2018	75%	66%	**56%**	59%	56%				55%		
2016-2017	75%	55%	**40%**	47%	*				36%		

2018-2019

3rd Grade READING *APPROACHES*

YEAR	STATE	DISTRICT	**CAMPUS**	HISP	WH	AA	ASIAN	2 OR M	ECO	SPED	ELL
2018-2019			43.1%	46.6%	46.7%	16.7%	100%	20%	36.5%	27%	0
2017-2018	73%	63%	52%	41%	67%				42%		
2016-2017	73%	56%	45%	47%	50%				32%		

2018-2019

4th Grade Math *Approaches*

YEAR	STATE	DISTRICT	**CAMPUS**	HISP	WH	AA	ASIAN	2 or M	ECO	SPED	ELL
2018-2019			30.8%	28%	38.9%	33.3%	*	0	22.9%	0	25%
2017-2018	76%	61%	51%	49%	58%				44%		
2016-2017	73%	53%	48%	48%	48%				54%		

2018-2019

4th Grade Reading *Approaches*

YEAR	STATE	DISTRICT	**CAMPUS**	HISP	WH	AA	ASIAN	2 or M	ECO	SPED	ELL
2018-2019			40.6%	46.1%	33.3%	40%	*	0	29.8%	0	50%
2017-2018	70%	55%	**51%**	54%	53%				39%		
2016-2017	75%	58%	**77%**	83%	72%				71%		

2018-2019

4th Grade Writing *Approaches*

YEAR	STATE	DISTRICT	**CAMPUS**	HISP	WH	AA	ASIAN	2 or M	ECO	SPED	ELL
2018-2019			34%	33%	29%	43%	*	*	23%	30%	*
2017-2018	65%	50%	**40%**	38%	47%				31%		
2016-2017	69%	57%	**54%**	48%	60%				50%		

2018-2019

5th Grade Reading *Approaches*

YEAR	STATE	DISTRICT	CAMPUS	HISP	WH	AA	ASIAN	2 or M	ECO	SPED	ELL
2018-2019											
2017-2018	82%	69%	77%	74%	77%				78%		
2016-2017	81%	68%	46%	53%	37%				39%		

2018-2019

5th Grade Science *Approachs*

YEAR	STATE	DISTRICT	**CAMPUS**	HISP	WH	AA	ASIAN	2 or M	ECO	SPED	ELL

5th Grade Science *Approachs*

2018-2019			49%	42%	52%	*	*	*	40%	50%	*
2017-2018	74%	61%	77%	81%	80%	*	*	*	75%		
2016-2017	74%	60%	55%	60%	50%	*	*	*	52%		

% Met or Exceeded Progress - All Subjects

YEAR	STATE	DISTRICT	**CAMPUS**	HISP	WH	AA	ASIAN	2 or M	ECO	SPED	ELL
2018-2019			18%	17%	17%	17%	*	21%	14%	24%	12%
2017-2018	61%	57%	57%	64%	74%	*	*	*	64%	80%	*
2016-2017	62%	53%	53&	62%	73%	*	*	*	65%	78%	*

% Met or exceeded Standard (Reading)

Year	State	District	**Campus**	Hisp	WH	AA	Asian	2 or M	Eco	Sped	ELL
2018 - 2019			23%	22%	25%	20%	*	17%	19%	26%	17%
2017 - 2018	59%	56%	56%	57%	61%	*	*	*	52%		*
2016 - 2017	60%	54%	67&	63%	69%	*	*	*	63%		*

% Met or exceeded Progress (Math)

Year	State	District	**Campus**	Hisp	WH	AA	Asian	2 or M	Eco	Sped	ELL
2018 - 2019			16%	18%	15%	19%	*	*	11%	23%	17%
2017 - 2018	64%	59%	78%	72%	88%	*	*	*	77%	*	*
2016 - 2017	63%	51%	67%	60%	77%	*	*	*	67%	*	*

Student Success Initiative - 5th Grade Reading

Students meeting Approaches grade level on first STAAR Administration

Year	State	District	**Campus**	Hisp	WH	AA	Asian	2 or M	Eco	Sped	ELL
2018 - 2019											
2017 - 2018	79%	64%	56%	52%	68%	*	*	*	55%		*
2016 - 2017	72%	57%	66%	65%	70%	*	*	*	64%	*	*

Student Success Initiative - 5th Grade Reading

Students Requiring Accelerated Instruction

Year	State	District	**Campus**	Hisp	WH	AA	Asian	2 or M	Eco	Sped	ELL
2018 - 2019											
2017 - 2018	21%	36%	44%	48%	32%	*	*	*	45%	83%	*
2016 - 2017	28%	43%	34%	74%	77%	*	*	*	78%	*	*

Student Success Initiative - 5th Reading

STAAR cumulative Met Standard

Year	State	District	**Campus**	Hisp	WH	AA	Asian	2 or M	Eco	Sped	ELL
2018 - 2019											
2017 - 2018	84%	70%	69%	69%	74%	*	*	*	66%	*	*
2016 - 2017	81%	68%	77%	74%	77%	*	*	*	78%	*	*

Student Success Initiative - 5th Math

Students Meeting Approaches Grade level of First STAAR Administration

Year	State	District	**Campus**	Hisp	WH	AA	Asian	2 or M	Eco	Sped	ELL
2018 - 2019											
2017 - 2018	85%	74%	62%	62%	68%	*	*	*	59%	*	*
2016 - 2017	81%	68%	77%	74%	77%	*	*	*	64%	*	*

Student Success Initiative - 5th Math

Students Requiring Accelerated Instruction

Year	State	District	**Campus**	Hisp	WH	AA	Asian	2 or M	Eco	Sped	ELL
2018 - 2019											
2017 - 2018	15%	26%	38%	38%	32%	*	*	*	41%	*	*
2016 - 2017	28%	43%	34%	74%	77%	*	*	*	78%	*	*

Student Success Initiative - 5th Math

Year	State	District	**Campus**	Hisp	WH	AA	Asian	2 or M	Eco	Sped	ELL
2018 - 2019											
2017 - 2018	90%	81%	76%	78%	79%	*	*	*	77%	*	*
2016 - 2017	81%	68%	77%	74%	77%	*	*	*	78%	*	*

STAAR Domain 2: Student Growth

ELA/Reading and Mathematics

	Current-Year Performance on STAAR											
	Did Not Meet			Approaches Grade Level			Meets Grade Level			Masters Grade Level		
Prior-Year Performance on STAAR	Progress Not Applicable (0 points)	Did Not Meet Progress (0 points)	Met or Exceeded Progress (1 point)	Progress Not Applicable (0 points)	Did Not Meet Progress (1/2 points)	Met or Exceeded Progress (1 point)	Progress Not Applicable (0 points)	Did Not Meet Progress (1/2 points)	Met or Exceeded Progress (1 point)	Progress Not Applicable (1 point)	Growth Points Earned	Total Possible Points
Did Not Meet	-	38	42	-	0	29	-	-	3	0		
Approaches Grade Level	-	35	0	-	21	28	-	-	19	7		
Meets Grade Level	4	-	-	17	-	-	-	8	9	6		
Masters Grade Level	1	-	-	1	-	-	7	-	-	6		
Total Number of Tests	5	73	42	18	21	57	7	8	31	19		
Total Points Score	0	0	42	0	10.5	57	0	4	31	19	163.5	281 58

ELA/Reading

	Current-Year Performance on STAAR											
	Did Not Meet			Approaches Grade Level			Meets Grade Level			Masters Grade Level		

ELA/Reading and Mathematics

Prior-Year Performance on STAAR	Progress Not Applicable (0 points)	Did Not Meet Progress (0 points)	Met or Exceeded Progress (1 point)	Progress Not Applicable (0 points)	Did Not Meet Progress (1/2 points)	Met or Exceeded Progress (1 point)	Progress Not Applicable (0 points)	Did Not Meet Progress (1/2 points)	Met or Exceeded Progress (1 point)	Progress Not Applicable (1 point)	Growth Points Earned	Total Possible Points
Did Not Meet	-	16	21	-	0	19	-	-	2	0		
Approaches Grade Level	-	15	0	-	10	13	-	-	14	5		
Meets Grade Level	1	-	-	7	-	-	-	4	2	2		
Masters Grade Level	1	-	-	0	-	-	3	-	-	5		
Total Number of Tests	2	31	21	7	10	32	3	4	18	12		
Total Points	0	0	21	0	5	32	0	2	18	12	90	140
Score												64

Mathematics

	Current-Year Performance on STAAR											
	Did Not Meet			Approaches Grade Level			Meets Grade Level			Masters Grade Level		
Prior-Year Performance on STAAR	Progress Not Applicable (0 points)	Did Not Meet Progress (0 points)	Met or Exceeded Progress (1 point)	Progress Not Applicable (0 points)	Did Not Meet Progress (1/2 points)	Met or Exceeded Progress (1 point)	Progress Not Applicable (0 points)	Did Not Meet Progress (1/2 points)	Met or Exceeded Progress (1 point)	Progress Not Applicable (1 point)	Growth Points Earned	Total Possible Points
Did Not Meet	-	22	21	-	0	10	-	-	1	0		
Approaches Grade Level	-	20	0	-	11	15	-	-	5	2		

ELA/Reading and Mathematics

Meets Grade Level	3	-	-	10	-	-	-	4	7	4		
Masters Grade Level	0	-	-	1	-	-	4	-	-	1		
Total Number of Tests	3	42	21	11	11	25	4	4	13	7		
Total Points Score	0	0	21	0	5.5	25	0	2	13	7	73.5	141 52

STAAR Domain 3: Closing the Gaps

	All Students	Hispanic	White	Econ Disadv	EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled
Academic Achievement Status									
ELA/Reading Target	44%	37%	60%	33%	29%	19%	36%	46%	42%
Target Met	N	N	N	N		Y		N	N
% at Meets GL Standard or Above	23%	22%	25%	19%	29%	26%	17%	21%	28%
# at Meets GL Standard or Above	51	29	15	28	2	8	2	32	19
Total Tests (Adjusted)	219	131	60	150	7	31	12	150	69
Math Target	46%	40%	59%	36%	40%	23%	44%	47%	45%
Target Met	N	N	N	N		Y		N	N
% at Meets GL Standard or Above	16%	18%	15%	11%	29%	23%	8%	15%	19%
# at Meets GL Standard or Above	36	23	9	17	2	7	1	23	13
Total Tests (Adjusted)	219	131	59	151	7	30	12	150	69
Total Indicators									

	All Students	Hispanic	White	Econ Disadv	EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled
Growth Status									
ELA/Reading Target	66	65	69	64	64	59	65	66	67
Target Met	N	Y	N	N				N	N
Academic Growth Score	64	66	51	60	100	63	68	63	67
Growth Points	90	58	19	59.5	6	10	7.5	60.5	29.5
Total Tests	140	88	37	99	6	16	11	96	44
Math Target	71	69	74	68	68	61	70	71	70
Target Met	N	N	N	N				N	N
Academic Growth Score	52	51	47	52	50	44	64	53	51
Growth Points	73.5	44.5	17.5	51.5	3	7	7	51	22.5
Total Tests	141	88	37	100	6	16	11	97	44
Total Indicators									
Graduation Rate Status ***									
Target	90%	90%	90%	90%	90%	90%	n/a	n/a	n/a
Target Met									
2017 % Graduated	-	-	-	-	-	-			
2018 % Graduated	-	-	-	-	-	-			
2018 # Graduated	-	-	-	-	-	-			
2018 Total in Class	-	-	-	-	-	-			
Total Indicators									
English Language Proficiency Status									
Target					36%				
Target Met									
TELPAS Progress Rate					14%				
TELPAS Progress					1				
TELPAS Total					7				
Total Indicators									
Student Success Status									
Target	47	41	58	38	37	23	43	48	45
Target Met	N	N	N	N		N	N	N	N
STAAR Component Score	24	24	23	20	28	22	19	22	28
% at Approaches GL Standard or Above	49%	49%	50%	41%	50%	39%	46%	45%	58%
% at Meets GL Standard or Above	18%	17%	17%	14%	25%	24%	9%	16%	21%
% at Masters GL Standard	5%	6%	3%	4%	10%	4%	3%	4%	6%
Total Tests	584	349	159	400	20	79	35	398	186
Total Indicators									

School Quality Status									
Target	47%	41%	58%	39%	30%	27%	43%	50%	31%
Target Met									
% Students meeting CCMR	-	-	-	-	-	-	-	-	-
# Students meeting CCMR	-	-	-	-	-	-	-	-	-
Total Students	-	-	-	-	-	-	-	-	-
Total Indicators									
Participation									
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%
ELA/Reading									
% Participation	100%	100%	100%	99%	100%	100%	100%	99%	100%
# Participants	241	148	61	168	8	32	12	161	80
Total Tests	242	148	61	169	8	32	12	162	80
Mathematics									
% Participation	100%	100%	98%	100%	100%	97%	100%	99%	100%
# Participants	241	148	60	169	8	31	12	161	80
Total Tests	242	148	61	169	8	32	12	162	80

Ross Met four total Domain 3 indicators: Special Ed achievement in reading, Special Ed achievement in math, Hispanic growth in reading, and growth for non-continuously enrolled in reading.

Academic Growth Domain III - 2019-20 Local Assessment

(Minimum Size Criteria for Use of Indicators in Domain III: 10 for All Students group | 25 for other student groups)

Grade 5

		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL	Special Ed (Current)	Special Ed (Former)	Cont Enrolled	Non-Cont Enrolled
Reading	# Tests Valued @ 0.5 Points	2	0	1	1	0	0	0	0	0	0	0		2	0
	# Tests Valued @ 1 Point	33	2	20	10	1	0	2	2	21	1	5		24	9
	Points Earned by 0.5 Point Tests	1.0	0.0	0.5	0.5	0.0	0.0	0.0	0.0	0.0	0.0	0.0		1.0	0.0
	Points Earned by 1 Point Tests	33	2	20	10	1	0	2	2	21	1	5		24	9
	Total Points Earned	34.0	2.0	20.5	10.5	1.0	0.0	2.0	2.0	21.0	1.0	5.0		25.0	9.0
	Total Tests	49	2	30	15	1	0	0	1	27	2	6		37	12
	Academic Growth Score	69		68						78				68	
	Academic Growth Target	66	62	65	69	67	77	67	68	64	64	59	65	66	67
	Met Target	Y		Y						Y				Y	

Math	# Tests Valued @ 0.5 Points	2	0	2	0	0	0	0	0	2	1	0		1	1
	# Tests Valued @ 1 Point	41	1	27	11	1	0	1	1	22	0	4		31	8
	Points Earned by 0.5 Point Tests	1.0	0.0	1.0	0.0	0.0	0.0	0.0	0.0	1.0	0.5	0.0		0.5	0.5
	Points Earned by 1 Point Tests	41	1	27	11	1	0	1	1	22	0	4		31	8
	Total Points Earned	42.0	1.0	28.0	11.0	1.0	0.0	1.0	1.0	23.0	0.5	4.0		31.5	8.5
	Total Tests	60	2	39	17	1	0	0	1	37	3	7		47	11
	Academic Growth Score	70		72						62				67	
	Academic Growth Target	71	67	69	74	71	86	74	73	68	68	61	70	71	70
	Met Target	N		Y						N				N	

2019-2020 September and March Istation %

3rd - Booe	42nd	40th
3rd – McAdams/Rodriguez	22nd- McAdams	24th - Rod
3rd – Ashby	34th	46th
4th -Hildmann	34th	30th
4th - Lujan	30th	24th
4th - Sandoval	30th	27th
4th - ONeal	30th	27th
5th – Hernandez/ Cooper	30th	35th
5th – Kennedy (Homeroom)	31st	35th
5th – Mendez (Homeroom)	34th	58th

2019 - 2020 K- 2 EOY Istation %

TEACHER	Sept (1-5)/Oct (K)	March
K - Martinez	26th	45th
K – Cooper/Hinojosa	33rd - Cooper	38th- Hinojosa
K - Nieves (Sub)	35th	53rd

TEACHER	Sept (1-5)/Oct (K)	March
1st - Beaman	31st	40th
1st - Speer	9th	17th
1st - V. Gonzalez (Sub)	19th	24th
2nd - Kennedy/Perrin	24th- Kennedy	38th- Perrin
2nd Rodriguez/Navarette	28th – Rodriguez	55thNavarette
2nd – Holguin	22nd	23rd

2019-2020 February Released 4th Grade Domain 3

Academic Growth Domain III - 2019-20 Local Assessment

(Minimum Size Criteria for Use of Indicators in Domain III: 10 for All Students group | 25 for other student groups)

Grade 4

		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL	Special Ed (Current)	Special Ed (Former)	Cont Enrolled	Non-Cont Enrolled
Reading	# Tests Valued @ 0.5 Points	6	0	6	0	0	0	0	0	4	0	0		1	5
	# Tests Valued @ 1 Point	17	1	8	7	0	0	1	1	6	0	3		11	5
	Points Earned by 0.5 Point Tests	3.0	0.0	3.0	0.0	0.0	0.0	0.0	0.0	2.0	0.0	0.0		0.5	2.5
	Points Earned by 1 Point Tests	17	1	8	7	0	0	1	1	6	0	3		11	5
	Total Points Earned	20.0	1.0	11.0	7.0	0.0	0.0	1.0	1.0	8.0	0.0	3.0		11.5	7.5
	Total Tests	59	4	40	13	0	0	0	0	28	2	8		35	22
	Academic Growth Score	34		28						29				33	
	Academic Growth Target	66	62	65	69	67	77	67	68	64	64	59	65	66	67
	Met Target	N		N						N				N	
Math	# Tests Valued @ 0.5 Points	2	0	2	0	0	0	0	0	0	0	0		1	1
	# Tests Valued @ 1 Point	9	1	6	1	0	0	1	1	4	1	2		8	0
	Points Earned by 0.5 Point Tests	1.0	0.0	1.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0		0.5	0.5
	Points Earned by 1 Point Tests	9	1	6	1	0	0	1	1	4	1	2		8	0
	Total Points Earned	10.0	1.0	7.0	1.0	0.0	0.0	1.0	1.0	4.0	1.0	2.0		8.5	0.5
	Total Tests	64	4	43	15	0	0	0	0	31	2	10		38	24
	Academic Growth Score	16		16						13				22	
	Academic Growth Target	71	67	69	74	71	86	74	73	68	68	61	70	71	70
	Met Target	N		N						N				N	

2019-2020 5th Grade Domain 3

Academic Growth Domain III - 2019-20 Local Assessment 1462

(Minimum Size Criteria for Use of Indicators in Domain III: 10 for All Students group | 25 for other student groups)

Grade 5

		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL	Special Ed (Current)	Special Ed (Former)	Cont Enrolled	Non-Cont Enrolled
Reading	# Tests Valued @ 0.5 Points	2	0	1	1	0	0	0	0	0	0	0		2	0
	# Tests Valued @ 1 Point	33	2	20	10	1	0	2	2	21	1	5		24	9
	Points Earned by 0.5 Point Tests	1.0	0.0	0.5	0.5	0.0	0.0	0.0	0.0	0.0	0.0	0.0		1.0	0.0
	Points Earned by 1 Point Tests	33	2	20	10	1	0	2	2	21	1	5		24	9
	Total Points Earned	34.0	2.0	20.5	10.5	1.0	0.0	2.0	2.0	21.0	1.0	5.0		25.0	9.0
	Total Tests	49	2	30	15	1	0	0	1	27	2	6		37	12
	Academic Growth Score	69		68						78				68	
	Academic Growth Target	66	62	65	69	67	77	67	68	64	64	59	65	66	67
	Met Target	Y		Y						Y				Y	
Math	# Tests Valued @ 0.5 Points	2	0	2	0	0	0	0	0	2	1	0		1	1
	# Tests Valued @ 1 Point	41	1	27	11	1	0	1	1	22	0	4		31	8
	Points Earned by 0.5 Point Tests	1.0	0.0	1.0	0.0	0.0	0.0	0.0	0.0	1.0	0.5	0.0		0.5	0.5
	Points Earned by 1 Point Tests	41	1	27	11	1	0	1	1	22	0	4		31	8
	Total Points Earned	42.0	1.0	28.0	11.0	1.0	0.0	1.0	1.0	23.0	0.5	4.0		31.5	8.5
	Total Tests	60	2	39	17	1	0	0	1	37	3	7		47	11
	Academic Growth Score	70		72						62				67	
	Academic Growth Target	71	67	69	74	71	86	74	73	68	68	61	70	71	70
	Met Target	N		Y						N				N	

Student Achievement Strengths

Our K -2 Istation data grew in all classes from September to March. Kindergarten reflected high usage of the program throughout school closure due to high volume of communication between teachers and parents.

Staffing issues resulted in making changes to existing staff positions. Once strong, seasoned teachers moved to 5th grade, students began making progress, meeting our growth goal of 70% on the February benchmark.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): Since March, there has been steady decline in student engagement with lack of face to face learning opportunities.

Consistent communication with families declined which led to a 14% decline in student engagement in virtual and paper packet participation (based on missing grades reports and communication logs) **Root Cause:** COVID 19

Problem Statement 2 (Prioritized): 4th Graders earned 45.2% in ELAR and 38.2% Math on February benchmark which is below the 70% set goal. **Root Cause:** Too many new teachers on a grade level

Problem Statement 3 (Prioritized): 4th -5th Istation scores reflected an increased number of declined student performance from September to March. 4th grade at 12% with no growth and 5th grade at 17% with no growth. **Root Cause:** We had 5 first year teachers in 4th and 5th grade and 3rd grade teachers did not receive hands on training from Instructional Specialists.

Problem Statement 4 (Prioritized): 50% of Kindergartners were not ready for 1st Grade. **Root Cause:** Students were not Kinder ready.

Problem Statement 5 (Prioritized): 3rd graders were not making adeqate growth in Istation or on Unit Assessments. **Root Cause:** 3rd grade teachers did not recieve coaching due to the amount of new teachers who needed coaching in 4th and 5th grades.

Problem Statement 6 (Prioritized): Ross Hispanic, White, Eco Dis, and Continuously Non-Enrolled have not met the Academic Achievement Status. **Root Cause:** Individual students have not have personalized instructional plans.

School Culture and Climate

School Culture and Climate Summary

Ross Elementary will follow PBIS/CHAMPS with fidelity and will be "laser-focused" on student and teacher growth. Being data-driven, being consistent, and having communication with parents, faculty, and students are priorities. Our school theme is "Together We're Better!" where unity and being better today than yesterday is consistently being discussed. Teachers have an understanding that student growth is paramount. Consistent support and accountability for teachers in areas including on-going training, discipline, and growth will create an environment of excellence and high student achievement.

School Culture and Climate Strengths

Ross has become an Opportunity Culture campus where growth, excellence and high expectations are the norm. We now have all-star teachers who have proven to get high results.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1 (Prioritized): Teachers are feeling uncertain and concerned about their health **Root Cause:** COVID 19

Problem Statement 2 (Prioritized): As much as we try to be consistent, inconsistencies are inevitable causing stress, worry and high anxiety among all

staff. **Root Cause:** COVID 19 and not enough time to plan with teachers.

Problem Statement 3 (Prioritized): Teachers are feeling overwhelmed with little time to prepare for the school year. **Root Cause:** Teachers had one week to prepare for the school year.

Problem Statement 4 (Prioritized): Students have been at home for 6 months not having access to a face to face teacher or counselor. **Root Cause:** COVID

Problem Statement 5 (Prioritized): Parents are worried about their children coming to school for face to face learning causing a lower number of students receiving face to face learning. **Root Cause:** COVID

Problem Statement 6 (Prioritized): Community members will not be able to come in the building to conduct face to face activities for staff and students. **Root Cause:** COVID

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

According to the chart below, the 2019-2020 year had the highest number of first year teachers in the past 4 years.

PEIMS DATA REVIEW - FALL PEIMS COLLECTION
ROSS ELEMENTARY

	2016-2017	2017-2018	2018-2019	2019-2020	DIFFERENCE
STAFF DATA					
STAFF COUNTS, NOT FTE					
Employment Counts	38	60	60	68	8
Full-time Staff	38	60	60	68	8
Role ID Counts					
Instructional	28	29	33	37	4
Teachers	26	26	28	34	6
Aides	2	3	5	3	-2
Professional Support	8	9	9	10	1
Classroom Staff	3	7	7	7	0
Non-Classroom Staff	5	2	2	3	1
Administrative	2	2	2	2	0
Principal/Assistant Principal	2	2	2	2	0
Other Administrative	0	0	0	0	0

STAFF FTE SUMMARY					
Total Staff	32.9	31.5	33.3	36.9	3.6
Teachers	24.5	23.3	23.9	27.4	3.5
Professional Support	4.4	3.2	3.4	4.6	1.2
Campus Administration	2.0	2.0	2.0	2.0	0.0
Educational Aides	2.0	3.0	4.1	2.9	-1.2
Auxiliary Staff	N/A	N/A	N/A	N/A	N/A

Personnel by Ethnicity & Sex	32.9	32.5	33.3	36.9	3.6
White	16.8	17.0	18.1	21.8	3.7

Hispanic	14.1	12.5	12.1	14.0	1.9
Black	1.0	2.0	3.0	1.0	-2.0
Other	1.0	1.1	0.1	0.1	0.0
White Male	3.1	3.0	4.2	4.1	-0.1
White Female	13.7	14.0	13.9	17.7	3.8
Hispanic Male	1.1	1.0	1.0	1.0	0.0
Hispanic Female	13.0	11.5	11.1	13.0	1.9
Black Male	0.0	0.0	0.0	0.0	0.0
Black Female	1.0	2.0	3.0	1.0	-2.0
Other Male	0.0	0.0	0.0	0.0	0.0
Other Female	1.0	1.1	0.1	0.1	0.0
Teachers by Highest Degree Held					
No Degree	2.0	2.0	1.0	2.0	1.0
Bachelors	18.1	16.3	18.7	19.9	1.2
Masters	4.4	5.0	4.2	5.6	1.4
Doctorate	0.0	0.0	0.0	0.0	0.0
Teachers by Years of Experience					
Beginning Teachers	4.0	3.0	2.0	6.8	4.8
1-5 Years Experience	10.1	6.0	6.6	6.6	0.0
6-10 Years Experience	5.4	9.0	9.2	7.2	-2.0
11-20 Years Experience	3.0	4.1	4.0	3.4	-0.6
Over 20 Years Experience	2.0	1.2	2.1	3.5	1.4
Teachers by Population Served					
Regular Education	22.0	20.4	20.2	22.4	2.2
Career & Technology Education	0.0	0.0	0.0	0.0	0.0
Bilingual/ESL Education	0.4	0.3	0.0	0.3	0.3
Compensatory Education	0.0	0.0	1.0	0.0	-1.0
Gifted & Talented Education	0.0	0.0	0.0	0.3	0.3
Special Education	2.1	2.7	2.7	4.4	1.7
Other	0.0	0.0	0.0	0.0	0.0

Ross has the following staff for the 2020-2021 school year:

2 - Pre/K Teachers - (1 certified, 1 Emergency Certified)

3 - Kindergarten Teachers (1 Certified, 1 MCL Vacancy, 1 Certified)
3 - 1st Grade Teachers (2 General Ed Certified, 1 OPT teacher)
3- 2nd Grade Teachers (1 MCL, 1 TRT, 1 Gen Ed Teacher, 1 Teacher Resident)
3 - 3rd Grade Teachers (1 MCL, 2 Certified teachers)
3 - 4th Grade Teachers (1 MCL, 1 TRT, 1 Certified Teacher)
3 - 5th Grade Teachers (1 MCL, 1 Certified Teacher, 1 Vacancy - Science)

2 - Specialized Unit Teachers (2 Vacancies)
1 - Inclusion/Resource Teacher (Certified)

1 - Certified PE Coach
1- Certified Music Teacher

1 - Certified Media Specialist (librarian)

In addition to using social media and word of mouth for recruitment, the Ross leadership team conducts regular checks in TalentEd for qualified applicants to join our campus. A rigrous set of interview questions specific to each position as well as a balanced interview committee consisting of several staff members allows for proper screening and selection of quality candidates.

In transitioning to the Opportunity Culure structure, retention rate for staff was significantly low (add%). This high rate is due to the elimination of long term subs and teacher transfers or moves.

Staff Quality, Recruitment, and Retention Strengths

Ross is piloting the Opportunity Culture program. This consists of Multi-Classroom Lead teachers who build capacity with teachers by coaching, planning, co-teaching, analyzing data, and modeling with their grade level teams. Ross also has two Team Reach Teachers who will serve 50% more students, resulting in more students receiving instruction from data proven, high quality teachers. Opportunity Culture has allowed Ross to hire the best of the best.

The faculty will participate in PLC times that will include data desegregation and staff development to support the planning, teaching and learning in the classroom. Through consistent walk-throughs, the administration will be able to determine the needs of teacher support.

Leadership will value individual teacher strengths and afford them the opportunity to have input in our student and school growth.

The vision of growing ALL staff and students and being "laser-focused" creates a healthy competitive atmosphere to rise to the top. Teachers want to be on

the winning team at Ross Elementary.

Administration and the leadership team's goal is to support teachers so they are able to manage teaching resources for intentional planning, data for re-teaching, and consistent routines and processes in their classroom and campus-wide. Once teachers see the growth in their students, they will feel a sense of accomplishment.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1 (Prioritized): Ross is starting the 20-21 school year with 18.2% of our instructional staff vacant. **Root Cause:** The high cost of living in Odessa limits the applicant pool.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Research based best practiced curriculum, instruction and assessment are integral components to meeting the educational needs of our student body. Providing an aligned curriculum for all students in all core subject areas is vital and must be reinforced within tutoring, dyslexia services, balanced literacy, guided math, Imagine reading, Imagine math, Brainchild and reading services to close the achievement gap. Additionally, resource allocations in the form of textbooks, supplemental materials and classroom technology use contribute to student performance by providing tools to utilize when educating students. Teachers, dyslexia teachers, tutors and special education personnel support the programs and intervention services which allow for the opportunity to close the achievement gap. COGAT, Naglieri, STAAR, SBAs, DBAs, unit assessments/SCAs, Imagine Reading, Imagine Math, MAP testing, and TELPAS assessments allow for early identification of need and potential targets for intervention.

- Intervention will be during the morning 8:00-8:45 block. This will be MCL planning time in which they will meet with each other and the principal to discuss instruction, lesson plans, and data.
- The MCL's (Multi classroom leaders) will follow the Ross MCL UNit Planning and Data Guide for PLC's to ensure streamlined processes. PLC's will focus on planning, data, and reteach using the DDI process.
- 1st - 5th-grade teachers will follow the unit assessment calendar provided by the district.
- Formative assessments, including exit tickets, will be given regularly throughout their lessons in order to monitor and adjust.
- Through the DDI process, data from the district provided unit assessments, will be analyzed throughout the year to plan for re-teach and enrichment.
- The administrators will conduct face to face and virtual walk- throughs to look for the instructional focus areas, alignment to lesson plans (TEKS, strategies, resources, and exit tickets.
- Teachers will create goals with students. Students will track their own data. This will be looked at during PLC's.
- Teachers will discuss educational and social emotional goals with parents.
- RTI meetings will be held once a month.

Ross currently uses the following programs:

- Guided Reading
- Guided Math
- TEKS resource system
- Imagine Math
- Imagine Reading
- See Saw
- CHAMPS
- Google Classroom

- Google Meets
- HMH
- Literature Circles (2nd-5th)
- MAP - Data
- Eduphoria

Curriculum, Instruction, and Assessment Strengths

Ross has MCL's (Multi Classroom Leaders) in 2nd - 5th grades who will lead their team and build capacity in other teachers by co-teaching, planning, and modeling lessons. Team Reach Teachers (TRT's) will serve 50% more students to reach a wider number of students with high rigor lesson delivery. Our master schedule is allowing for two 90 minute PLC times per week for planning and data analysis. This will give teachers the ability to create solid Tier 1 lessons, as well as solid reteach plans when students do not master concepts the first time it is taught.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): Lessons lack engagement. **Root Cause:** Teachers have not been trained in creating engaging lessons.

Problem Statement 2 (Prioritized): Lessons are not a high level of rigor. **Root Cause:** Lessons have been created to meet the needs of the struggling student.

Problem Statement 3 (Prioritized): Not all families have access to the internet for virtual instruction. **Root Cause:** High poverty

Parent and Community Engagement

Parent and Community Engagement Summary

Families	Strengths *Where do families respond more favorably relative to peer campuses?*	School Climate - 71% favorable • 84% of parents or guardians responded favorably to the question *"How much does the school value the diversity of children's backgrounds?* • *This is 19 percentage points higher than last administration*	**More than 4 out of 5 of us feel that the school values diversity of children's backgrounds.**	**1.1**: Develop campus instructional leaders (principal, assistant principal, teacher leaders, and counselors) with clear roles and responsibilities. **3.1** Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.
	Areas for growth *Where do families respond less favorably relative to peer campuses?*	School Safety - 78% favorable • 71% of parents or guardians responded favorably to the question *"How often do you worry about violence at your child's school?"*	***About 3 out of 10 of us worry about violence at our child's school at least sometimes if not more often.***	**1.1**: Develop campus instructional leaders (principal, assistant principal, teacher leaders, and counselors) with clear roles and responsibilities. **3.1** Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.

ROSS PARENTAL INVOLVEMENT POLICY 2020-2021

The goal of Ross's parental involvement policy is to promote a school-home-community partnership that will help all students in the school succeed. The

administrators, teachers, and staff believe that parents are partners in the education of their children and that parental involvement and empowerment are essential at all levels throughout the school career of all students.

· Ross will involve parents in the joint development of the Title I plan and the process of school review and improvement.

· An adequate number of parents will work collaboratively with the campus committee in an organized, ongoing, and timely way, in the planning, review, and improvement of the Title I program.

· Annually, the school will have an informational meeting for all parents regarding the Title I program.

· Parents will be provided with the school performance profiles and assistance with interpreting their child's individual assessment results.

· Parents will be provided with opportunities for regular meetings to formulate suggestions, share experiences with other parents, and to participate in decisions relating to the education of their children.

· Parents will be informed of any tutoring provided to students who are having difficulty academically. Tutoring will be provided before, after, and during school by teachers or other tutors.

· Parents will jointly conduct an evaluation of the content and effectiveness of the parental involvement policy and revise as necessary.

Parent and Community Engagement Strengths

84% of the parents or guardians responded that Ross values diversity of children's backgrounds. This was a 19% increase from the year before.

Although parents are concerned about the violence at Ross, there was a decrease in discipline referrals from 2018 to 2019. Due to the protocols aligned with our mission and vision, discipline referrals decreased from 447 in 2018-2019 to 147 in 2019-2020.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): Parents do not feel that their child is safe at school. **Root Cause:** There have not been consistent protocols, procedures and accountability in previous years.

Problem Statement 2 (Prioritized): There is little parent involvement and engagement at Ross. **Root Cause:** Many families are single family homes

Problem Statement 3 (Prioritized): Parents can not come to campus or have face to face conferences, Open House, or other on campus activities that parents typically engage in. **Root Cause:** COVID and campus safety guidelines.

School Context and Organization

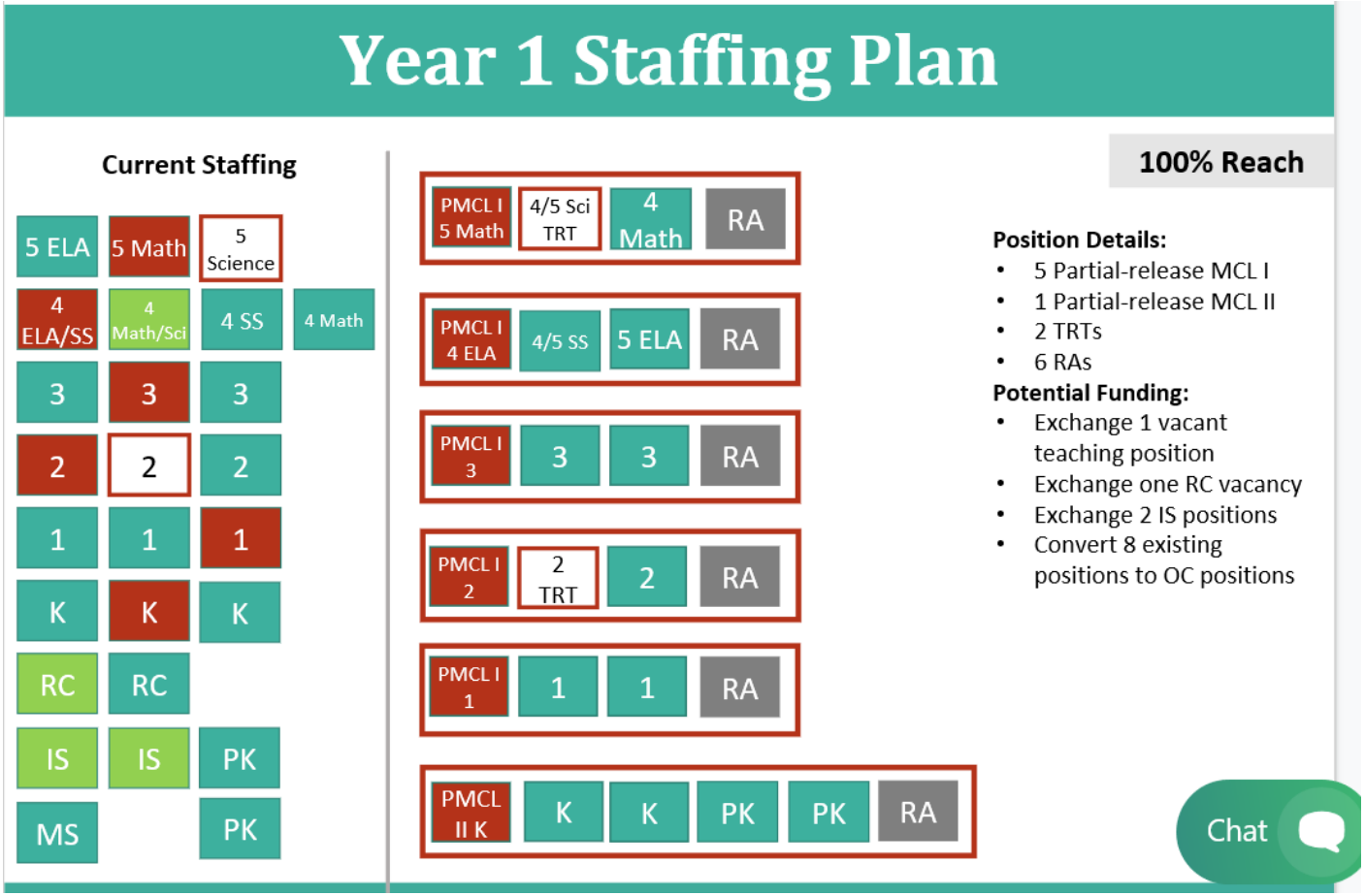
School Context and Organization Summary

Ross has an average of 450 students. For the 2020-21 Ross will add Pre-K to the campus. There will be 20 classroom teachers, 1 special education teacher, 2 behavior support classroom with two paraprofessionals each, 1 music teacher, 1 media specialist, and a coach with an aide. Dyslexia and 504 services, special education services, speech therapy, and SAS counseling are provided throughout the school year.

- The Instructional Leadership Team consists of one principal and one assistant principal, and 4 MCL's (Multi Classroom Leaders).
- Campus site decisions are made through the CIT (Campus Improvement Team).
- We will meet as a professional learning community (PLC) on Tuesday and Thursday's. These will be run by the MCL's and AP (Prek-1st). The principal will also engage in the PLC process as the instructional leader of the campus. PLC's will focus solely on Planning, Data, and Reteach.
- Teachers have a 45-minute conference every day.
- The MCL's will each meet with the principal once a week, plan with teachers weekly, and co-teach and model 50% of the week, therefore, reaching 100% of the students with strong, rigorous Tier 1 instruction.
- MCL's and Kinder and 1st grade seasoned teachers will be the virtual teachers. This gives them the ability to go into the other classrooms and co-teach, assist, model, and give feedback.
- Our class sizes range from 18-30 depending upon how many students are virtual vs face to face
- 4th-5th grade is departmentalized.
- Re-teach time is built into the schedule through a dedicated intervention time or through guided reading and guided math.
- Rossome Blossom Time (RBT) is a scheduled 45 minute remediation time during the school day to reteach whole group and pull small groups of students for reading and/or math intervention.
- All K-5 classrooms schedule 90 minutes for ELAR and math.
- All classes attend PE three days a week for 45 minutes, the library and music are scheduled one day per week for 45 minutes.
- Committees for Attendance, Safety, AVID, Leadership, RTI, Parent and Community Engagement, and Schedule.
- Students and teachers will use an MY GROWTH chart to track their learning and determine where they need intervention.
- Grade level teams, vertical team, etc. will be pulled for their own re-teach professional development.
- We will use CHAMPS as our school-wide discipline plan.
- Our campus goals focus on GROWTH and is discussed at every morning assembly. Classroom goals will be posted in every classroom and each student will track their own data from Unit Assessments.
- We will use Unit Assessments, MAP, Interim Assessements, and Benchmarks as well as a Principal Growth Tracker to determine progress of each student.

1. Domain 1 (Achievement) Score from 50 to an 80 (measured by STAAR)
2. Domain 2 (Progress) Score from 57 to an 80 (measured by STAAR)
3. Domain 3 (Closing the Gap) Score from 48 to an 80 (measured by STAAR)
4. All K-2nd graders will show at least one years growth as measured by the MAP test.

- This year Ross is implementing Opportunity Culture in which there will be 4 Multi-Classroom Leaders. These MCL's will receive a heavy stipend to coach, plan, and guide a grade level team. Each MCL Team will have a Reach Associate or Teacher Resident who is either in an educational program or seeking to be in the education field. There will also be two Team Reach Teachers who serve 50% more students other than their classroom students. Ross will have a total of 10 new classroom teachers to the campus. The goal is to build capacity within our teachers, in turn, reaching more students with highly effective, data proven instruction. The following is the Year 1 structure of our program:



- The MCL's will each meet with the principal once a week, plan with teachers weekly, and co-teach and model 50% of the week, therefore, reaching 100% of the students with strong, rigorous Tier 1 instruction.

- MCL's and Kinder and 1st grade seasoned teachers will be the virtual teachers. This gives them the ability to go into the other classrooms and co-teach, assist, model, and give feedback.

School Context and Organization Strengths

Ross is equipped this year with high quality teachers who have data proven strategies that increase student achievement. We have two brand new teachers compared to 6, the previous school year, who have been assigned mentor teachers.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1 (Prioritized): Kinder and 1st grade MCL positions were not filled **Root Cause:** Ross candidates as well as ECISD candidates did not qualify

Problem Statement 2 (Prioritized): Not all staffing positions were filled - 2 SCC units, Kinder, and 5th grade Science **Root Cause:** Many candidates that were recommended took other positions and a recommended 5th grade candidate from the Phillipines was not able to come to the US due to COVID.

Problem Statement 3 (Prioritized): Ross does not have any parents or community members actively engaged on the site based decision making team. **Root Cause:** CIT has not been fully functioning as it should be.

Problem Statement 4 (Prioritized): Students have not been on campus in 6 months and must learn new procedures for safety and discipline. **Root Cause:**

Technology

Technology Summary

ECISD is moving to a one-to-one district in 2020-2021. At Ross, all K-2nd graders will have an IPad and all 3-5th graders will have a Chromebook. The campus will purchase technology applications for teachers to use when planning instruction. The administration will work with the campus technology specialist to plan relevant professional learning.

- Ross has approximately 200 virtual learners and 60 face to face students.
- The MCL's (Multi-Classroom Leaders) are the virtual teachers on their grade level in order to reach more students.
- All teachers received training from the district on the use of See Saw (K-2) and Google Classroom (3-5).
- Teachers use apps such as Kahoot It to engage students virtually but will recieve more training from our Instructional Specialist.
- Every campus is assigned a Campus Instructional Specialist.

Technology Strengths

- All students will receive a device, whether learning at home or at school.
- Virtual learning (K-2) allows parents to help their child at different times of the day through the modes of videos and set times during the day that they can get online with teachers for assistance.
- Asynchronous and Syncronous learning gives the option for students to learn according to their learning style. These include videos they can replay if needed for instructional clarification and live face to face learning with the teacher so questions are answered immediately.

Problem Statements Identifying Technology Needs

Problem Statement 1 (Prioritized): In Focus and Elmos have been taken out of classrooms before being replaced. **Root Cause:** These devices have reached their life span.

Problem Statement 2 (Prioritized): Parents do not know how to utilize the platforms to help their children for virtual learning. **Root Cause:** Parents have not been trained or had regular exposure to these type of application.

Problem Statement 3 (Prioritized): Not all parents have broadband access. **Root Cause:** Parents can not afford it.

Priority Problem Statements

Problem Statement 1: Since March, there has been steady decline in student engagement with lack of face to face learning opportunities. Consistent communication with families declined which led to a 14% decline in student engagement in virtual and paper packet participation (based on missing grades reports and communication logs)

Root Cause 1: COVID 19

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: 4th Graders earned 45.2% in ELAR and 38.2% Math on February benchmark which is below the 70% set goal.

Root Cause 2: Too many new teachers on a grade level

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: Lessons are not a high level of rigor.

Root Cause 3: Lessons have been created to meet the needs of the struggling student.

Problem Statement 3 Areas: Curriculum, Instruction, and Assessment

Problem Statement 4: Not all families have access to the internet for virtual instruction.

Root Cause 4: High poverty

Problem Statement 4 Areas: Curriculum, Instruction, and Assessment

Problem Statement 5: The student mobility rate at Ross is at 16.4% (based on withdrawals and entries during 19-20 school year)

Root Cause 5: Fluctuations in the economy and oilfield work cause a high number of families to move in and out of the Permian Basin.

Problem Statement 5 Areas: Demographics

Problem Statement 6: 4th -5th Istation scores reflected an increased number of declined student performance from September to March. 4th grade at 12% with no growth and 5th grade at 17% with no growth.

Root Cause 6: We had 5 first year teachers in 4th and 5th grade and 3rd grade teachers did not receive hands on training from Instructional Specialists.

Problem Statement 6 Areas: Student Achievement

Problem Statement 7: Teachers are feeling uncertain and concerned about their health

Root Cause 7: COVID 19

Problem Statement 7 Areas: School Culture and Climate

Problem Statement 8: As much as we try to be consistent, inconsistencies are inevitable causing stress, worry and high anxiety among all staff.

Root Cause 8: COVID 19 and not enough time to plan with teachers.

Problem Statement 8 Areas: School Culture and Climate

Problem Statement 9: Lessons lack engagement.

Root Cause 9: Teachers have not been trained in creating engaging lessons.

Problem Statement 9 Areas: Curriculum, Instruction, and Assessment

Problem Statement 10: Teachers are feeling overwhelmed with little time to prepare for the school year.

Root Cause 10: Teachers had one week to prepare for the school year.

Problem Statement 10 Areas: School Culture and Climate

Problem Statement 11: Ross is starting the 20-21 school year with 18.2% of our instructional staff vacant.

Root Cause 11: The high cost of living in Odessa limits the applicant pool.

Problem Statement 11 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 12: Parents do not feel that their child is safe at school.

Root Cause 12: There have not been consistent protocols, procedures and accountability in previous years.

Problem Statement 12 Areas: Parent and Community Engagement

Problem Statement 13: There is little parent involvement and engagement at Ross.

Root Cause 13: Many families are single family homes

Problem Statement 13 Areas: Parent and Community Engagement

Problem Statement 14: Kinder and 1st grade MCL positions were not filled

Root Cause 14: Ross candidates as well as ECISD candidates did not qualify

Problem Statement 14 Areas: School Context and Organization

Problem Statement 15: Not all staffing positions were filled - 2 SCC units, Kinder, and 5th grade Science

Root Cause 15: Many candidates that were recommended took other positions and a recommended 5th grade candidate from the Phillipines was not able to come to the US due to COVID.

Problem Statement 15 Areas: School Context and Organization

Problem Statement 16: Ross does not have any parents or community members actively engaged on the site based decision making team.

Root Cause 16: CIT has not been fully functioning as it should be.

Problem Statement 16 Areas: School Context and Organization

Problem Statement 17: In Focus and Elmos have been taken out of classrooms before being replaced.
Root Cause 17: These devices have reached their life span.
Problem Statement 17 Areas: Technology

Problem Statement 18: Parents do not know how to utilize the platforms to help their children for virtual learning.
Root Cause 18: Parents have not been trained or had regular exposure to these type of application.
Problem Statement 18 Areas: Technology

Problem Statement 19: Not all parents have broadband access.
Root Cause 19: Parents can not afford it.
Problem Statement 19 Areas: Technology

Problem Statement 20: Students have been at home for 6 months not having access to a face to face teacher or counselor.
Root Cause 20: COVID
Problem Statement 20 Areas: School Culture and Climate

Problem Statement 21: Students have not been on campus in 6 months and must learn new procedures for safety and discipline.
Root Cause 21: COVID
Problem Statement 21 Areas: School Context and Organization

Problem Statement 22: Parents can not come to campus or have face to face conferences, Open House, or other on campus activities that parents typically engage in.
Root Cause 22: COVID and campus safety guidelines.

Problem Statement 22 Areas: Parent and Community Engagement

Problem Statement 23: Parents are worried about their children coming to school for face to face learning causing a lower number of students receiving face to face learning.

Root Cause 23: COVID

Problem Statement 23 Areas: School Culture and Climate

Problem Statement 24: 50% of Kindergartners were not ready for 1st Grade.

Root Cause 24: Students were not Kinder ready.

Problem Statement 24 Areas: Student Achievement

Problem Statement 25: Community members will not be able to come in the building to conduct face to face activities for staff and students.

Root Cause 25: COVID

Problem Statement 25 Areas: School Culture and Climate

Problem Statement 26: 3rd graders were not making adeqate growth in Istation or on Unit Assessments.

Root Cause 26: 3rd grade teachers did not recieve coaching due to the amount of new teachers who needed coaching in 4th and 5th grades.

Problem Statement 26 Areas: Student Achievement

Problem Statement 27: Ross Hispanic, White, Eco Dis, and Continuously Non-Enrolled have not met the Academic Achievement Status.

Root Cause 27: Individual students have not have personalized instructional plans.

Problem Statement 27 Areas: Student Achievement

Goals

Goal 1: Foundational Excellence: Ross will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 1: Ross will embed technology for any time, anywhere teaching and learning and utilize technology to provide quality blended learning for all students.

Evaluation Data Sources: Lesson Plans, Device Inventory, Student/Parent/Staff Surveys

Summative Evaluation: None

Strategy 1: All students will receive a device to use at school (Face to Face) and at home (Remote Learning) for Blended Learning. Broadband is being purchased for families to have Wi-Fi access.

Strategy's Expected Result/Impact: All students are able to access daily instruction with their teacher.

Staff Responsible for Monitoring: District, Teachers, Parents, Students, Campus Administration.

Title I Schoolwide Elements: None

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements:
Curriculum, Instruction, and Assessment 3

Funding Sources:
None

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Curriculum, Instruction, and Assessment

Problem Statement 3: Not all families have access to the internet for virtual instruction. **Root Cause:** High poverty

Performance Objective 2: Ross will establish and maintain strong partnerships with parents, community members, and businesses.

Evaluation Data Sources: Ross Facebook, Ross Webpage, Teacher Webpages, Parent and Community Surveys

Summative Evaluation: None

Strategy 1: School web page will be updated regularly to reflect the most current links for resources are provided; including links to classroom portals, and school wide handbooks, notices and calendars.

Strategy's Expected Result/Impact: All stakeholders will have an easy access resource available at all times.

Staff Responsible for Monitoring: Media Specialist, Teachers, Campus ILT

Title I Schoolwide Elements: None

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Problem Statements:
Parent and Community Engagement 2

Funding Sources:
None

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Strategy 2: Ross Facebook will be used for recorded announcements with the Principal, AP, and Counselor.

Strategy's Expected Result/Impact: Communication with parents will come directly from administration.

Staff Responsible for Monitoring: Campus Administration

Title I Schoolwide Elements: None

TEA Priorities: None

ESF Levers: None

Problem Statements:
Parent and Community Engagement 2

Funding Sources:
None

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 No Progress Accomplished Continue/Modify Discontinue

Parent and Community Engagement

Problem Statement 2: There is little parent involvement and engagement at Ross. **Root Cause:** Many families are single family homes

Performance Objective 3: Ross will provide and promote a safe climate that is conducive to learning.

Evaluation Data Sources: CHAMPS, Culture Plan, Referral Data, Student/Teacher/Parent Surveys

Summative Evaluation: None

Strategy 1: In addition to using CHAMPS procedures with fidelity, a Campus Playbook with strategies for school wide systems will be utilized by all staff and students. Within the playbook, routines for streamlined, efficient routines will be covered.

Strategy's Expected Result/Impact: With consistent practice and daily execution, reliable routines will allow quick transitions, arrivals and departures which will protect instructional time.

Staff Responsible for Monitoring: All staff will conduct sell-checks while campus administration monitors for feedback/coaching opportunities.

Title I Schoolwide Elements: None

TEA Priorities: None

ESF Levers: None

Problem Statements:
School Context and Organization 4

Funding Sources:
None

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Strategy 2: Ross will follow TEA, CDC, and district safety guidelines for COVID.

Strategy's Expected Result/Impact: All teachers, students, parents, and staff will feel safe.

Staff Responsible for Monitoring: Teachers, Campus Administration, Staff, District Administration

Title I Schoolwide Elements: None

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture

Problem Statements:
School Culture and Climate 1

Funding Sources:
None

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Strategy 3: The ECISD comprehensive Guidance and Counseling curriculum will continue to be implemented in PK-12 to implement lessons that will include dating violence, child abuse, bullying, conflict resolution, substance abuse, self efficacy, decision making, behavior and other social-emotional topics.

Strategy's Expected Result/Impact: Counselors will give lessons on the above mentioned topics to help reduce bullying, substance abuse, and give techniques to students and families on how to deal with stress.

Staff Responsible for Monitoring: Counselor

Title I Schoolwide Elements: None

TEA Priorities: None

ESF Levers: Lever 3: Positive School Culture

Problem Statements:
School Culture and Climate 4

Funding Sources:
None

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Strategy 4: Student Assistance Services Counselors will provide trauma-informed counseling services to address the social-emotional needs of at-risk students.

Strategy's Expected Result/Impact: Counselors will have an understanding of how to address emotionally at-risk students.

Staff Responsible for Monitoring: Counselor

Title I Schoolwide Elements: None

TEA Priorities: None

ESF Levers: None

Problem Statements:
School Culture and Climate 4

Funding Sources:
None

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Strategy 5: Although Ross discipline referrals went from 447 in 2018 to 147 in 2019, the goal is to decrease our discipline referrals in 2020 by 50% to 73.

Strategy's Expected Result/Impact: Students, parents, and staff will feel safe.

Staff Responsible for Monitoring: Teachers, Campus Administration, Parents

Title I Schoolwide Elements: None

TEA Priorities: None

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Problem Statements:
Parent and Community Engagement 1
School Context and Organization 4

Funding Sources:
None

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No Progress	Accomplished	Continue/Modify	Discontinue

School Culture and Climate

Problem Statement 1: Teachers are feeling uncertain and concerned about their health **Root Cause:** COVID 19

Problem Statement 4: Students have been at home for 6 months not having access to a face to face teacher or counselor. **Root Cause:** COVID

Parent and Community Engagement

Problem Statement 1: Parents do not feel that their child is safe at school. **Root Cause:** There have not been consistent protocols, procedures and accountability in previous years.

School Context and Organization

Problem Statement 4: Students have not been on campus in 6 months and must learn new procedures for safety and discipline. **Root Cause:** COVID

Performance Objective 4: Ross will provide a rigorous, relevant and engaging curriculum.

Evaluation Data Sources: Lesson plans, Leadership agenda, PLC agenda, walk-throughs, engagement instructional resources, tutoring outcomes (data).

Summative Evaluation: None

Strategy 1: In accordance with district initiatives and scope and sequence, our MCLs and staff members will collaborate and plan lessons using a variety of structures and strategies that promote high student engagement.

Strategy's Expected Result/Impact: Students will be allowed to participate in a variety of learning experiences both face to face and virtually that allow for high accountability and engagement.

Staff Responsible for Monitoring: Teachers (classroom and special area), Campus Administration

Title I Schoolwide Elements: None

TEA Priorities: None

ESF Levers: None

Problem Statements:
Student Achievement 1, 2, 3
School Culture and Climate 4
Curriculum, Instruction, and Assessment 1, 2

Funding Sources:
Ford and Ferrier Instructional Resources Title One School-wide $4,000

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Strategy 2: Tutoring will be provided before, during, and after school.

Strategy's Expected Result/Impact: Increase in student achievement toward growth goals and filling individual student gaps.

Staff Responsible for Monitoring: Teachers, Campus Administration

Title I Schoolwide Elements: None

TEA Priorities: None

ESF Levers: None

Problem Statements:
Student Achievement 1, 2, 3
School Culture and Climate 4
Curriculum, Instruction, and Assessment 1, 2

Funding Sources:
Tutors Title One School-wide $7,000
Ford and Ferrier Instructional Resources Title One School-wide $4,000

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Student Achievement

Problem Statement 1: Since March, there has been steady decline in student engagement with lack of face to face learning opportunities. Consistent communication with

families declined which led to a 14% decline in student engagement in virtual and paper packet participation (based on missing grades reports and communication logs) **Root Cause:** COVID 19

Problem Statement 2: 4th Graders earned 45.2% in ELAR and 38.2% Math on February benchmark which is below the 70% set goal. **Root Cause:** Too many new teachers on a grade level

Problem Statement 3: 4th -5th Istation scores reflected an increased number of declined student performance from September to March. 4th grade at 12% with no growth and 5th grade at 17% with no growth. **Root Cause:** We had 5 first year teachers in 4th and 5th grade and 3rd grade teachers did not receive hands on training from Instructional Specialists.

School Culture and Climate

Problem Statement 4: Students have been at home for 6 months not having access to a face to face teacher or counselor. **Root Cause:** COVID

Curriculum, Instruction, and Assessment

Problem Statement 1: Lessons lack engagement. **Root Cause:** Teachers have not been trained in creating engaging lessons.

Problem Statement 2: Lessons are not a high level of rigor. **Root Cause:** Lessons have been created to meet the needs of the struggling student.

Performance Objective 5: Ross will build a school-wide awareness and commitment to develop, implement and integrate SEL initiatives districtwide.

Evaluation Data Sources: Surveys

Summative Evaluation: None

Strategy 1: Ross will adhere to all district initiatives regarding SEL instruction and awareness.

Strategy's Expected Result/Impact: Provide a safe learning environment for students to thrive through the use of CHAMPS, and district professional development from the counseling department for streamlined procedures and processes.

Staff Responsible for Monitoring: Counselor, Teachers, Campus Administration

Title I Schoolwide Elements: None

TEA Priorities: None

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture

Problem Statements:
School Culture and Climate 4

Funding Sources:
None

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Strategy 2: The counselor will work with classes, individual students, and parents on SEL.

Strategy's Expected Result/Impact: A monthly newsletter will be sent to the teachers with videos for morning breakfast and at lunch. These videos give breathing techniques, etc. This newsletter is provided by the district and is a district-wide initiative.

Staff Responsible for Monitoring: Counselor, Teachers

Title I Schoolwide Elements: None

TEA Priorities: None

ESF Levers: None

Problem Statements:
School Culture and Climate 4

Funding Sources:
None

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Strategy 3: The counselor will meet with all classes once a week for the first month to teach character traits through the use of picture books.

Strategy's Expected Result/Impact: Students will learn the importance of having good character traits while empathizing with each other.

Staff Responsible for Monitoring: Counselor

Title I Schoolwide Elements: None

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Problem Statements:
School Culture and Climate 4

Funding Sources:
None

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Strategy 4: Teachers will watch a district presentation over trauma.

Strategy's Expected Result/Impact: Teachers and staff are more aware of trauma and the strategies to help students with trauma.

Staff Responsible for Monitoring: Counselor, Counseling Department

Title I Schoolwide Elements: None

TEA Priorities: None

ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture

Problem Statements:
School Culture and Climate 4

Funding Sources:
None

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Strategy 5: A parent survey will go out weekly asking parents how they are doing, what their needs are, and if they need anyone from the school to contact them. This will be the feedback loop used for communication with parents.

Strategy's Expected Result/Impact: Meet the SEL needs of families.

Staff Responsible for Monitoring: Counselor

Title I Schoolwide Elements: None

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Problem Statements:
School Culture and Climate 4

Funding Sources:
None

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 No Progress Accomplished Continue/Modify Discontinue

School Culture and Climate

Problem Statement 4: Students have been at home for 6 months not having access to a face to face teacher or counselor. **Root Cause:** COVID

Performance Objective 6: Ross will develop and implement systems and supports for students and families that promote recovery and resiliency.

Evaluation Data Sources: Parent Surveys

Summative Evaluation: None

Strategy 1: Teachers will make contact with each family to set goals for students and inquire into barriers that may exist towards meeting these goals.

Strategy's Expected Result/Impact: Teachers can provide resources to families in need.

Staff Responsible for Monitoring: Counselor, Teachers, Administration

Title I Schoolwide Elements: None

TEA Priorities: None

ESF Levers: None

Problem Statements:
School Culture and Climate 4
School Context and Organization 4

Funding Sources:
None

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

School Culture and Climate

Problem Statement 4: Students have been at home for 6 months not having access to a face to face teacher or counselor. **Root Cause:** COVID

School Context and Organization

Problem Statement 4: Students have not been on campus in 6 months and must learn new procedures for safety and discipline. **Root Cause:** COVID

Performance Objective 7: Ross will provide and safe and supportive school environment.

Evaluation Data Sources: Safety Committee, Walk-Throughs, Discipline Referrals, Surveys

Summative Evaluation: None

Strategy 1: CHAMPS will be utilized as a school-wide program and all staff and student body will follow expectations as set out in the Ross Culture Plan.

Strategy's Expected Result/Impact: Consistent, predictable routines will be in place for behavior, learning environment an transiiton.

Staff Responsible for Monitoring: ALL staff

Title I Schoolwide Elements: None

TEA Priorities: None

ESF Levers: None

Problem Statements:
Parent and Community Engagement 1
School Context and Organization 4

Funding Sources:
None

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Strategy 2: Awareness training for staff, students and parents will be provided in the area of sexual abuse and other maltreatment of children. All new staff will be trained during required new employee training on Darkness to Light, /Stewards of Child prevention program. Counselors will train all staff during on-campus professional development on prevention and reporting requirements. Required child abuse awareness posters for students will be displayed on all campuses.

Strategy's Expected Result/Impact: Teachers and staff will understand signs of abuse and the steps to take when suspecting abuse.

Staff Responsible for Monitoring: Counselor, District Counseling Department, Teachers, Administrators, Staff

Title I Schoolwide Elements: None

TEA Priorities: None

ESF Levers: None

Problem Statements:
School Culture and Climate 4

Funding Sources:
None

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Strategy 3: All School and SAS counselors will be trained yearly in ECISD crisis response procedures. All campus staff will be trained yearly during campus professional development concerning ECISD suicide prevention response procedures.

Strategy's Expected Result/Impact: Ross will receive a SAS counselor who will respond to crisis situations.

Staff Responsible for Monitoring: Counseling Department, SAS Counselor

Title I Schoolwide Elements: None

TEA Priorities: None

ESF Levers: None

Problem Statements:
School Culture and Climate 4

Funding Sources:
None

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Strategy 4: Although Ross decreased its' discipline referrals from 447 to 147 from 2018 to 2019, the goal in 2020 is to decrease another 50%, from 147 to 72.

Strategy's Expected Result/Impact: Students will feel safe at school.

Staff Responsible for Monitoring: Teachers, Administration, Parents

Title I Schoolwide Elements: None

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Problem Statements:
Parent and Community Engagement 1
School Context and Organization 4

Funding Sources:
None

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 No Progress Accomplished Continue/Modify Discontinue

School Culture and Climate

Problem Statement 4: Students have been at home for 6 months not having access to a face to face teacher or counselor. **Root Cause:** COVID

Parent and Community Engagement

Problem Statement 1: Parents do not feel that their child is safe at school. **Root Cause:** There have not been consistent protocols, procedures and accountability in previous years.

School Context and Organization

Problem Statement 4: Students have not been on campus in 6 months and must learn new procedures for safety and discipline. **Root Cause:** COVID

Performance Objective 8: Ross will invest in research to drive progress in education and develop new tools and technologies aligned to district needs.

Evaluation Data Sources: Program evaluations

Summative Evaluation: None

Strategy 1: Imagine Learning will be used district wide as a tool to measure and track student progress.

Strategy's Expected Result/Impact: Staff will have a data source for tracking student progress and can create goals for individual students, whole classes, and entire grade level.

Staff Responsible for Monitoring: Teachers, campus administrators

Title I Schoolwide Elements: None

TEA Priorities: None

ESF Levers: None

Problem Statements:
Student Achievement 1, 2

Funding Sources:
None

Formative
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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Student Achievement

Problem Statement 1: Since March, there has been steady decline in student engagement with lack of face to face learning opportunities. Consistent communication with families declined which led to a 14% decline in student engagement in virtual and paper packet participation (based on missing grades reports and communication logs) **Root Cause:** COVID 19

Problem Statement 2: 4th Graders earned 45.2% in ELAR and 38.2% Math on February benchmark which is below the 70% set goal. **Root Cause:** Too many new teachers on a grade level

Performance Objective 9: Ross will develop a comprehensive communication plan based on the priorities identified in ECISD's Strategic Plan, The Future is Now.

Evaluation Data Sources: Parent and Staff Surveys

Summative Evaluation: None

Strategy 1: A feedback loop with chain of command will be created and shared with all stakeholders as guidance for daily communications.

Strategy's Expected Result/Impact: All stakeholders will have a process to follow in order to best facilitate receiving information and resolving issues that may arise.

Staff Responsible for Monitoring: ALL staff

Title I Schoolwide Elements: None

TEA Priorities: None

ESF Levers: None

Problem Statements:
School Culture and Climate 2

Funding Sources:
None

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Strategy 2: Staff will use a variety of methods of communication, such as DoJo, See Saw, Google Meets, Google newsletters, twitter, Parent Link, campus and teacher webpage, and Facebook, to stay in contact with families and promote school website and social media as means of staying up to date.

Strategy's Expected Result/Impact: Communication will stay at the forefront of priorities so parents are informed.

Staff Responsible for Monitoring: Teachers, staff, administration

Title I Schoolwide Elements: None

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture

Problem Statements:
Parent and Community Engagement 3

Funding Sources:
None

Formative
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May

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

School Culture and Climate

Problem Statement 2: As much as we try to be consistent, inconsistencies are inevitable causing stress, worry and high anxiety among all staff. **Root Cause:** COVID 19 and not enough time to plan with teachers.

Parent and Community Engagement

Problem Statement 3: Parents can not come to campus or have face to face conferences, Open House, or other on campus activities that parents typically engage in. **Root Cause:** COVID and campus safety guidelines.

Performance Objective 10: Pursue community partnerships that promote excellence in our schools.

Evaluation Data Sources: Staff and Parent Surveys

Summative Evaluation: None

Strategy 1: We will maintain the partnership we have had with Bethany Christian Church.

Strategy's Expected Result/Impact: We will have continued access to the church availability for volunteerism and support.

Staff Responsible for Monitoring: Campus administration

Title I Schoolwide Elements: None

TEA Priorities: None

ESF Levers: Lever 3: Positive School Culture

Problem Statements:
Parent and Community Engagement 2

Funding Sources:
None

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Parent and Community Engagement

Problem Statement 2: There is little parent involvement and engagement at Ross. **Root Cause:** Many families are single family homes

Performance Objective 11: Provide differentiated processes for priority classrooms/students

Evaluation Data Sources: Lesson Plans, Walk-Throughs

Summative Evaluation: None

Strategy 1:
Plan and implement effective transitions for Pre-K, 2nd, and 5th grade to maintain academic learning and support the social-emotional learning of students.

Strategy's Expected Result/Impact: Students will have a good understanding of their next grade level jump from school to school.

Staff Responsible for Monitoring: Teachers, Administration

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

Funding Sources: None

ESF Levers: Lever 3: Positive School Culture

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 12: Annual student attendance will increase from 94.4 % in 2020 to 95% in 2021.

Evaluation Data Sources: Attendance

Summative Evaluation: None

Strategy 1: Teachers will provide engaging instruction in the classroom as well as virtually.

Strategy's Expected Result/Impact: Students will want to log on and come to class daily.

Staff Responsible for Monitoring: Teachers and Administrators

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

Funding Sources: None

ESF Levers: Lever 3: Positive School Culture

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 13: Hispanic, White, Economically Disadvantaged, and Continuously non-enrolled will increase in growth to meet their individual target.

Targeted or ESF High Priority

Evaluation Data Sources: STAAR 2021

Summative Evaluation: None

Strategy 1: All students will have a personalized plan as determined by the teacher and MAP data.

Strategy's Expected Result/Impact: Academic Achievement growth

Staff Responsible for Monitoring: Teachers, Administration

Title I Schoolwide Elements: None

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Targeted Support Strategy

Problem Statements:
Student Achievement 6

Funding Sources:
None

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Strategy 2: Students will track their own data to determine their own individual strengths and weaknesses.

Strategy's Expected Result/Impact: Students will understand and be able to identify skills they need to put more effort into learning.

Staff Responsible for Monitoring: Teachers

Title I Schoolwide Elements: None

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Targeted Support Strategy

Problem Statements: None

Funding Sources:
None

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Strategy 3: Students will receive before, during, and after school tutoring.

Strategy's Expected Result/Impact: Students will make growth in their individual academic needs.

Staff Responsible for Monitoring: None

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

Funding Sources: None

ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Targeted Support Strategy

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Student Achievement

Problem Statement 6: Ross Hispanic, White, Eco Dis, and Continuously Non-Enrolled have not met the Academic Achievement Status. **Root Cause:** Individual students have not have personalized instructional plans.

Goal 2: Invest in Talent: Ross will recruit, develop and retain highly-effective individuals who are invested in looking at tomorrow to inform their practices today.

Performance Objective 1: Ross will offer a job-embedded, personalized professional learning system for teachers through coaching from the Multi-Classroom Leaders (MCL's).

Evaluation Data Sources: Staff Retention, Increased Academic Growth Scores (Domain 2 and 3)

Summative Evaluation: None

Strategy 1: Ross will follow all district calendar PD allowances and plan relevant learning based on teacher needs as well as student data.

Strategy's Expected Result/Impact: Teachers will benefit from professional development that is tailored to their needs.

Staff Responsible for Monitoring: Teachers, Campus Administrators

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

Funding Sources: None

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

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Strategy 2: MCL's will follow the Ross Unit Planning and DDI Guide for streamlined PLC processes.

Strategy's Expected Result/Impact: Teachers will receive coaching in planning, instruction, rigor, delivery, data analysis and reteach plans. This will include the use of the DDI process from Get Better Faster.

Staff Responsible for Monitoring: MCL's, Campus Administration

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

Funding Sources: None

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

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 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2: Ross will provide strategic staffing and compensation systems during 2020-2021.

Evaluation Data Sources: Opportunity Culture
Staffing/Payroll Reports
Equity Plan
Teacher Incentive Allotment
TTESS Calibration
Staffing Models

Summative Evaluation: None

Strategy 1: Ross hired teachers based on the Opportunity Culture model. This includes 4 Multi-Classroom Leaders in grades 2-5., as well as Team Reach Teachers in 2nd and 4th grade. MCL's will co-plan, model, co-teach, and analyze data with their grade level team of teachers. These Multi-Classroom Leaders receive annual stipends out of the campus staffing budget. Team Reach Teachers will teach 50% more students in a week, increasing the amount of students who receive excellent instruction.

Strategy's Expected Result/Impact: 70% of students will make at least a years growth.

Staff Responsible for Monitoring: MCL's, TRT's, Administration, Teachers

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

Funding Sources: None

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 3: Ross will cultivate current and potential pipelines for selection and development of quality people during 2020-2021.

Evaluation Data Sources: Recruitment Data
Enrollment and Completion Data from all Pipelines

Summative Evaluation: None

Strategy 1: The Opportunity Culture model that will be in place at our campus will provide multiple opportunities for growth and enrichment of all teaching and support staff.

Strategy's Expected Result/Impact: Staff will gain invaluable experience through coaching, modeling ans daily practice.

Staff Responsible for Monitoring: MCLs, Campus Administration

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: None

Formative	Summative
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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 4: The campus teacher retention rate will increase from 68% in 2020 to 80% in 2021.

Evaluation Data Sources: Teacher Retention

Summative Evaluation: None

Strategy 1: Each campus administrator will conduct a minimum of 5 documented walkthroughs and/or observation/feedback meetings per week.

Strategy's Expected Result/Impact: Tracking systems will be put in place to determine campus-wide and individual teacher strengths and weaknesses in alignment between planning, instructional delivery, aggressive monitoring, and mastery.

Staff Responsible for Monitoring: Campus Administration

Title I Schoolwide Elements: None

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements:
Student Achievement 1, 2, 3
Curriculum, Instruction, and Assessment 1, 2

Funding Sources:
None

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Strategy 2: Utilize Opportunity Culture to extend the reach of excellent teachers and their teams during 2020-2021.

Strategy's Expected Result/Impact: Campus teachers will have the opportunity to learn from excellent teachers (Multi-Classroom Leaders) through co-planning, co-teaching, modeling, and receiving constructive feedback .

Staff Responsible for Monitoring: MCL's, Campus Administration

Title I Schoolwide Elements: None

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements:
Student Achievement 2, 3
Curriculum, Instruction, and Assessment 1, 2

Funding Sources:
None

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Student Achievement

Problem Statement 1: Since March, there has been steady decline in student engagement with lack of face to face learning opportunities. Consistent communication with families declined which led to a 14% decline in student engagement in virtual and paper packet participation (based on missing grades reports and communication logs) **Root Cause:** COVID 19

Problem Statement 2: 4th Graders earned 45.2% in ELAR and 38.2% Math on February benchmark which is below the 70% set goal. **Root Cause:** Too many new teachers on a grade level

Problem Statement 3: 4th -5th Istation scores reflected an increased number of declined student performance from September to March. 4th grade at 12% with no growth and 5th grade at 17% with no growth. **Root Cause:** We had 5 first year teachers in 4th and 5th grade and 3rd grade teachers did not receive hands on training from Instructional Specialists.

Curriculum, Instruction, and Assessment

Problem Statement 1: Lessons lack engagement. **Root Cause:** Teachers have not been trained in creating engaging lessons.

Problem Statement 2: Lessons are not a high level of rigor. **Root Cause:** Lessons have been created to meet the needs of the struggling student.

Goal 3: Learning Journey: Ross will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.

Performance Objective 1: Ross will develop a plan to increase the number of students who are Kindergarten ready and who are on grade level by grade 3.

Evaluation Data Sources: Pre-K Circle Data, MAP Growth Assessment

Summative Evaluation: None

Strategy 1: Our campus will have two new Pre-Kindergarten units added for the 2020-2021 school year to help prepare students for Kindergarten.

Strategy's Expected Result/Impact: Our pre-kindergarten units will serve and prepare students for kindergarten.

Staff Responsible for Monitoring: Pre-K Staff, Campus Administrators

Title I Schoolwide Elements: None

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Problem Statements:
Student Achievement 4

Funding Sources:
None

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Strategy 2: Our seasoned Kindergarten teacher will be the virtual teacher, reaching more students with solid instructional videos. This also allows the seasoned teacher to help the novice teachers in their classroom.

Strategy's Expected Result/Impact: Most students are virtual and will receive instruction from our most highly qualified Kindergarten teacher.

Staff Responsible for Monitoring: Teacher, Campus Administration

Title I Schoolwide Elements: None

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements:
Student Achievement 1, 2

Funding Sources:
None

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Student Achievement

Problem Statement 1: Since March, there has been steady decline in student engagement with lack of face to face learning opportunities. Consistent communication with families declined which led to a 14% decline in student engagement in virtual and paper packet participation (based on missing grades reports and communication logs) **Root Cause:** COVID 19

Problem Statement 2: 4th Graders earned 45.2% in ELAR and 38.2% Math on February benchmark which is below the 70% set goal. **Root Cause:** Too many new teachers on a grade level

Problem Statement 4: 50% of Kindergartners were not ready for 1st Grade. **Root Cause:** Students were not Kinder ready.

Performance Objective 2: Ross will implement innovative instructional models which enable personalized learning for all students.

Evaluation Data Sources: Lesson Plans, Professional Development, Blended Learning, PLC's

Summative Evaluation: None

Strategy 1: Families will have a choice of how students will receive instruction including face to face, virtual or a combination of the the two.

Strategy's Expected Result/Impact: Students will benefit from a learning environment that promotes a personalized experience.

Staff Responsible for Monitoring: Teachers, Campus Administrators

Title I Schoolwide Elements: None

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Problem Statements:
School Culture and Climate 5

Funding Sources:
None

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Strategy 2: Teachers will create personalized plans for each student whether they are face to face or virtual. The new MAP data will help with this endeavor.

Strategy's Expected Result/Impact: Individual student needs will be met.

Staff Responsible for Monitoring: Teachers

Title I Schoolwide Elements: None

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements: None

Funding Sources:
None

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Strategy 3: Ross will follow all district safety guidelines and wear the proper PPE as recommended.

Strategy's Expected Result/Impact: Limit the spread of COVID.

Staff Responsible for Monitoring: Staff and Administration

Title I Schoolwide Elements: None

TEA Priorities: None

ESF Levers: None

Problem Statements:
School Culture and Climate 5

Funding Sources:
None

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Strategy 4: Principal will implement Professional Learning Communities (PLCs) where teams implement the Data-Driven Instructional process, develop TEKS knowledge (Know/Show charts), implement the coaching model of Observation/Feedback, and plan for student mastery of learning objectives through a personalized learning path

Strategy's Expected Result/Impact: The Principal, Assistant Principal, and MCL's will use the Ross Planning and DDI Guidelines to follow when conducting PLC's.

Staff Responsible for Monitoring: MCL's, AP, Principal

Title I Schoolwide Elements: None

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements: None

Funding Sources:
None

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

School Culture and Climate

Problem Statement 5: Parents are worried about their children coming to school for face to face learning causing a lower number of students receiving face to face learning.
Root Cause: COVID

Performance Objective 3: Ross will promote SEL for all students across the district.

Evaluation Data Sources: Counselor Newsletter, Counselor Lessons, Parent Survey (goes out weekly)

Summative Evaluation: None

Strategy 1: Professional development will be provided to staff regarding SEL strategies.

Strategy's Expected Result/Impact: Staff will have a deeper understanding of SEL and how to implement strategies to promote.

Staff Responsible for Monitoring: Campus Administration, Teachers, Counselors

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 4: Ross will develop a vision for the future that connects to the district's broader vision for student success that considers academic goals, the diversity of student needs, expectations for low-performing schools, and a desire for continuous improvement.

Evaluation Data Sources: Campus Mission and Vision

Summative Evaluation: None

Strategy 1: Our campus vision supports the district vision and mirrors the goals for all students.

Strategy's Expected Result/Impact: We maintain a consistent, shared vision for all learners.

Staff Responsible for Monitoring: ALL staff

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 5: Social workers and specialists will provide interventions to help remove barriers to school attendance and success. COC staff will provide direct interventions to 70% of parents of students with 10 or more unexcused absences and those students on the drop out list. Interventions will be documented in Eduphoria.

Evaluation Data Sources: Attendance Committee, Student Attendance

Summative Evaluation: None

Strategy 1: Attendance committee will be established whose purpose will be to support district efforts and procedures

Strategy's Expected Result/Impact: Increased attendance from families/students with excessive absences.

Staff Responsible for Monitoring: Attendance committee

Title I Schoolwide Elements: None

TEA Priorities: None

ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements:
Demographics 1
Curriculum, Instruction, and Assessment 1, 2, 3

Funding Sources:
None

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Demographics

Problem Statement 1: The student mobility rate at Ross is at 16.4% (based on withdrawals and entries during 19-20 school year) **Root Cause:** Fluctuations in the economy and oilfield work cause a high number of families to move in and out of the Permian Basin.

Curriculum, Instruction, and Assessment

Problem Statement 1: Lessons lack engagement. **Root Cause:** Teachers have not been trained in creating engaging lessons.

Problem Statement 2: Lessons are not a high level of rigor. **Root Cause:** Lessons have been created to meet the needs of the struggling student.

Problem Statement 3: Not all families have access to the internet for virtual instruction. **Root Cause:** High poverty

Performance Objective 6: The percentage of students reading on grade level in grades K-2 will increase 4% from the BOY MAP to EOY MAP assessment

Evaluation Data Sources: BOY and EOY Map Assessment

Summative Evaluation: None

Strategy 1: Before, during, and after school tutoring.

Strategy's Expected Result/Impact: 4% more K-2 students will be reading on grade level by the EOY Map Assessment.

Staff Responsible for Monitoring: Administration, Teachers

Title I Schoolwide Elements: None

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements:
Student Achievement 1, 4

Funding Sources:
None

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Strategy 2: Teachers will track TEKS skills for students for spiraling.

Strategy's Expected Result/Impact: Teachers can continue to spiral in content to fill gaps that students get through Tier 1 instruction.

Staff Responsible for Monitoring: Teachers

Title I Schoolwide Elements: None

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements:
Student Achievement 1, 4

Funding Sources:
See Saw for Schools K-2 Title One School-wide $880

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 No Progress Accomplished Continue/Modify Discontinue

Student Achievement

Problem Statement 1: Since March, there has been steady decline in student engagement with lack of face to face learning opportunities. Consistent communication with families declined which led to a 14% decline in student engagement in virtual and paper packet participation (based on missing grades reports and communication logs) **Root Cause:** COVID 19

Problem Statement 4: 50% of Kindergartners were not ready for 1st Grade. **Root Cause:** Students were not Kinder ready.

Performance Objective 7: 3rd grade reading "Meets" percentages will increase from 14% (2019 STAAR) to 21% as measured by the 2021 STAAR assessment.

Evaluation Data Sources: STAAR 2021

Summative Evaluation: None

Strategy 1: Before, during, and after school tutoring will be conducted based on the BOY Map Assessment.

Strategy's Expected Result/Impact: Increase in % of students meeting "Meets" on the 2021 3rd grade STAAR.

Staff Responsible for Monitoring: Teachers, Administration

Title I Schoolwide Elements: None

TEA Priorities: None

ESF Levers: None

Problem Statements:
Student Achievement 1, 5

Funding Sources:
Tutors Title One School-wide $7,000
Ford and Ferrier Title One School-wide $4,000

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Strategy 2: The 2nd grade Team Reach Teacher (TRT) will pull 3rd graders for small groups during the day to provide intervention.

Strategy's Expected Result/Impact: 3rd graders will be reading on grade level by the end of the 2021 year.

Staff Responsible for Monitoring: 3rd grade teachers, 2nd grade TRT, administration

Title I Schoolwide Elements: None

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements:
Student Achievement 5

Funding Sources:
None

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Strategy 3: 3rd grade teachers will implement Literature Circles with leveled groups of students.

Strategy's Expected Result/Impact: Create an interest in reading and reinforce critical reading skills through the use of novels.

Staff Responsible for Monitoring: Teachers

Title I Schoolwide Elements: None

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements:
Student Achievement 5

Funding Sources:
Novels Title One School- Improvement $500

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Strategy 4: The 5 components of reading (phonemic awareness, phonics, fluency, comprehension, vocabulary) will be planned for and implemented into the instructional delivery (whole group, small group, stations). Each student will have a fluency folder (using Fry words), Florida Center for Reading Research will be utilized to help build stations, AVID levels of questioning will be used for comprehension, and Flocabulary will be utilized to help build vocabulary and comprehension.

Strategy's Expected Result/Impact: Students will read fluently and comprehend 3rd grade text by the end of 3rd grade.

Staff Responsible for Monitoring: Teachers, Administration

Title I Schoolwide Elements: None

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: None

Problem Statements:
Student Achievement 1, 5
Curriculum, Instruction, and Assessment 1, 2

Funding Sources:
Flocabulary Title One School-wide $2,250

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Strategy 5: 3rd grade teachers will conduct guided reading groups and maintain guided binders to include, but not limited to, running records.

Strategy's Expected Result/Impact: Teachers will conduct on-going running records to determine student reading levels.

Staff Responsible for Monitoring: Teachers, Administration

Title I Schoolwide Elements: None

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: None

Problem Statements:
Student Achievement 5

Funding Sources:
None

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No Progress	Accomplished	Continue/Modify	Discontinue

Student Achievement

Problem Statement 1: Since March, there has been steady decline in student engagement with lack of face to face learning opportunities. Consistent communication with families declined which led to a 14% decline in student engagement in virtual and paper packet participation (based on missing grades reports and communication logs) **Root Cause:** COVID 19

Problem Statement 5: 3rd graders were not making adeqate growth in Istation or on Unit Assessments. **Root Cause:** 3rd grade teachers did not recieve coaching due to the amount of new teachers who needed coaching in 4th and 5th grades.

Curriculum, Instruction, and Assessment

Problem Statement 1: Lessons lack engagement. **Root Cause:** Teachers have not been trained in creating engaging lessons.

Problem Statement 2: Lessons are not a high level of rigor. **Root Cause:** Lessons have been created to meet the needs of the struggling student.

Performance Objective 8: 3rd grade math "Meets" percentages will increase from 10% (2019 STAAR) to 15% as measured by the 2021 STAAR assessment.

Evaluation Data Sources: 2021 STAAR

Summative Evaluation: None

Strategy 1: Before, During, and After School Tutoring

Strategy's Expected Result/Impact: Teachers will fill in the math gaps while challenging students through the problem solving method of UPSC.

Staff Responsible for Monitoring: Teachers, Administration

Title I Schoolwide Elements: None

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements:
Student Achievement 5

Funding Sources:
Ford and Ferrier Title One School-wide $4,000

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Strategy 2: 3rd grade students will track their own Math data and have data meetings with their teachers.

Strategy's Expected Result/Impact: Students will reflect upon their own strengths and weaknesses and will understand what skills they need to improve upon.

Staff Responsible for Monitoring: Teachers

Title I Schoolwide Elements: None

TEA Priorities: None

ESF Levers: None

Problem Statements:
Student Achievement 5

Funding Sources:
None

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Student Achievement

Problem Statement 5: 3rd graders were not making adeqate growth in Istation or on Unit Assessments. **Root Cause:** 3rd grade teachers did not recieve coaching due to the amount of new teachers who needed coaching in 4th and 5th grades.

Performance Objective 9: The percentage of students meeting or exceeding the growth target will increase from 57% (2019 STAAR) to 80% as measured by the 2021 STAAR assessment.

Evaluation Data Sources: STAAR 2021

Summative Evaluation: None

Strategy 1: Before, During, and After School Tutoring		
Strategy's Expected Result/Impact: Ross will show an increase from 57% to 80% on meeting or exceeding growth in 4th and 5th grade on the 2021 STAAR. **Staff Responsible for Monitoring:** Teachers, Students, Parents, Administrators **Title I Schoolwide Elements:** None **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	**Problem Statements:** Student Achievement 1, 2, 3, 4 **Funding Sources:** Tutors Title One School-wide $7,000 Ford and Ferrier Title One School-wide $4,000	**Formative** **Oct** **Jan** **Mar** **Summative** **May**
Strategy 2: 4th and 5th grade teachers will implement Literature Circles through the use of novels.		
Strategy's Expected Result/Impact: Create engagement and interest in reading while reinforcing critical reading skills. **Staff Responsible for Monitoring:** Teachers, Administration **Title I Schoolwide Elements:** None **TEA Priorities:** None **ESF Levers:** None	**Problem Statements:** Student Achievement 1, 2, 3 Curriculum, Instruction, and Assessment 1, 2 **Funding Sources:** Novels Title One School- Improvement $1,000	**Formative** **Oct** **Jan** **Mar** **Summative** **May**

Strategy 3: The 4th grade Team Reach Teacher (TRT) will pull 5th grade math groups to serve 50% more students than his regular 4th grade students.

Strategy's Expected Result/Impact: 4th and 5th grade students will benefit from a master teacher's instructional delivery and data proven instructional strategies. Students will make at least one year's growth on the 2021 STAAR.

Staff Responsible for Monitoring: TRT and Administration

Title I Schoolwide Elements: None

TEA Priorities: None

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements:
Student Achievement 1

Funding Sources:
None

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Student Achievement

Problem Statement 1: Since March, there has been steady decline in student engagement with lack of face to face learning opportunities. Consistent communication with families declined which led to a 14% decline in student engagement in virtual and paper packet participation (based on missing grades reports and communication logs) **Root Cause:** COVID 19

Problem Statement 2: 4th Graders earned 45.2% in ELAR and 38.2% Math on February benchmark which is below the 70% set goal. **Root Cause:** Too many new teachers on a grade level

Problem Statement 3: 4th -5th Istation scores reflected an increased number of declined student performance from September to March. 4th grade at 12% with no growth and 5th grade at 17% with no growth. **Root Cause:** We had 5 first year teachers in 4th and 5th grade and 3rd grade teachers did not receive hands on training from Instructional Specialists.

Problem Statement 4: 50% of Kindergartners were not ready for 1st Grade. **Root Cause:** Students were not Kinder ready.

Curriculum, Instruction, and Assessment

Problem Statement 1: Lessons lack engagement. **Root Cause:** Teachers have not been trained in creating engaging lessons.

Problem Statement 2: Lessons are not a high level of rigor. **Root Cause:** Lessons have been created to meet the needs of the struggling student.

Performance Objective 10: Implement innovative instructional models which enable personalized learning for all students.

Strategy 1: Implement assessment models that ensure teachers and students are able to monitor their learning and growth. Assessment models will include the following: MAP Growth Assessments, Formative Assessments, and Aggressive Monitoring

Strategy's Expected Result/Impact: Teachers will be able to analyze data from these forms of assessments and adjust instruction as needed.

Staff Responsible for Monitoring: Teachers, Administration

Title I Schoolwide Elements: None

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements:
Student Achievement 1, 2, 3, 4, 5

Funding Sources:
None

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Strategy 2: Implement research based instructional models which enable personalized learning for all students, including the following: Blended Learning, Balanced Literacy, Enriched Advanced Academics, and/or Project Based Learning

Strategy's Expected Result/Impact: Students will receive instruction and intervention that is personalized on their level through guided reading and math and a blend of face to face and technology tools.

Staff Responsible for Monitoring: Teachers, Administrators

Title I Schoolwide Elements: None

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements: None

Funding Sources:
None

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Strategy 3: Principal will implement Professional Learning Communities (PLCs) where teams implement the Data-Driven Instructional process, develop TEKS knowledge (Know/Show charts), implement the coaching model of Observation/Feedback, and plan for student mastery of learning objectives through a personalized learning path

Strategy's Expected Result/Impact: Principals and MCL's will lead teams to plan for high rigor instructional delivery, analyze student work and data, as well as giving feedback to help teachers grow in the areas of their strengths and areas of growth. These actions will help teachers build strong reteach and intervention plans as needed as well as extensions to challenge students to ensure mastery.

Staff Responsible for Monitoring: Teachers, Administrators

Title I Schoolwide Elements: None

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements:
Student Achievement 1, 2, 3, 4, 5

Funding Sources:
None

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Strategy 4: PLC agendas include time to study data, create reteach plans, and select appropriate instructional materials.

Strategy's Expected Result/Impact: Agendas will ensure that topics are on track and covered in depth.

Staff Responsible for Monitoring: Administrators and Princpals

Title I Schoolwide Elements: None

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements: None

Funding Sources:
None

Formative
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May

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Student Achievement

Problem Statement 1: Since March, there has been steady decline in student engagement with lack of face to face learning opportunities. Consistent communication with families declined which led to a 14% decline in student engagement in virtual and paper packet participation (based on missing grades reports and communication logs) **Root Cause:** COVID 19

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Problem Statement 4: 50% of Kindergartners were not ready for 1st Grade. **Root Cause:** Students were not Kinder ready.
Problem Statement 5: 3rd graders were not making adeqate growth in Istation or on Unit Assessments. **Root Cause:** 3rd grade teachers did not recieve coaching due to the amount of new teachers who needed coaching in 4th and 5th grades.

Targeted Support Strategies

Goal	Objective	Strategy	Description
1	13	1	All students will have a personalized plan as determined by the teacher and MAP data.
1	13	2	Students will track their own data to determine their own individual strengths and weaknesses.
1	13	3	Students will receive before, during, and after school tutoring.

Campus Funding Summary

Title One School- Improvement					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	7	3	Novels		$500.00
3	9	2	Novels		$1,000.00
				Sub-Total	$1,500.00

Title One School-wide					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	4	1	Ford and Ferrier Instructional Resources		$4,000.00
1	4	2	Tutors		$7,000.00
1	4	2	Ford and Ferrier Instructional Resources		$4,000.00
3	6	2	See Saw for Schools K-2		$880.00
3	7	1	Tutors		$7,000.00
3	7	1	Ford and Ferrier		$4,000.00
3	7	4	Flocabulary		$2,250.00
3	8	1	Ford and Ferrier		$4,000.00
3	9	1	Tutors		$7,000.00
3	9	1	Ford and Ferrier		$4,000.00
				Sub-Total	$44,130.00
				Grand Total	$45,630.00

Addendums

Ector County Independent School District

Sam Houston Elementary

Improvement Plan

2020-2021

Mission Statement

Sam Houston Mission

At Sam Houston Elementary, we strive to empower lifelong learners in a nurturing environment. We embrace an academic spirit of excellence by developing knowledge and skills and promoting determination, integrity, family, and community involvement.

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- Goal 3 : Learning Journey: ECISD will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society. 24

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Comprehensive Needs Assessment

Demographics

Demographics Summary

PEIMS DATA REVIEW - FALL PEIMS COLLECTION
SAM HOUSTON ELEMENTARY

	2016-2017	2017-2018	2018-2019	2019-2020	DIFFERENCE
STUDENT DATA					
Total Enrollment	484	511	534	470	-64
Total Membership	484	511	534	470	-64
Early Education	0	0	0	0	0
Pre-Kindergarten	0	0	0	0	0
Kindergarten	59	84	91	65	-26
Grade 1	82	76	97	96	-1
Grade 2	101	91	72	76	4
Grade 3	77	105	78	62	-16
Grade 4	80	77	110	73	-37
Grade 5	85	78	86	98	12
Ethnic Distribution					
White	57	69	69	50	-19
Hispanic / Latino	398	410	429	384	-45
Black or African American	23	21	19	19	0
Asian	2	0	2	3	1
American Indian or Alaska Native	0	1	1	0	-1
Native Hawaiian/ Pacific islander	2	2	3	4	1
Two or More	2	8	11	10	-1
Special Populations					
At Risk	272	288	258	309	51
Economic Disadvantaged	349	372	438	368	-70
Lep	113	126	129	127	-2
Special Education	57	62	60	45	-15
Career & Technology Ed	0	0	0	0	0
Bilingual Education	99	108	116	104	-12
ESL Education	12	12	9	4	-5
Alternative Language				19	
Gifted & Talented Education	28	29	22	22	0
Title I	483	511	534	470	-64
Immigrant	2	4	4	15	11
Migrant	0	1	2	0	-2
Military Connected	0	0	0	3	3
Foster Care	4	4	6	2	-4
Homeless	19	25	44	47	3
Dyslexia	18	25	29	23	-6

Demographics Strengths

Sam Houston has a mobility rate of ___ students and teachers.

Our Kinder through fifth grade classrooms meet the required student to teacher ratio.

Student Achievement

Student Achievement Summary

Grade 3 Math Meets Grade Level

Year	State	SH	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	ELL
2019		**24**		24	27				24	0	35
2018	47	**25**	36	28	20	0			22	10	32
2017	49	**34**	37	33	40	20		100	31	0	27

Grade 4 Math Meets Grade Level

Year	State	SH	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	ELL
2019		**12**		12	11	0			12	11	5
2018	49	**41**	36	41	67	20		100	42	25	22
2017	47	**42**	32	40	80				39	0	25

Grade 5 Math Meets Grade Level

Year	State	SH	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	ELL
2019		**37**		34	100	20			38	0	20
2018	58	**50**	42	49	73				46	0	36
2017	50	**43**	35	43	38	40			41		13

Grade 3 Reading Meets Grade Level

Year	State	SH	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	ELL
2019		**31**		27	45				31	0	71
2018	43	**21**	32	22							
2017	45	**32**	34	34					29		

Grade 4 Reading Meets Grade Level

Year	State	SH	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	ELL

Grade 4 Reading Meets Grade Level

2019		**18**		19	11			18	0	14
2018	46	**43**	33	44	67	20		48	25	22
2017	44	**30**	30	29				28		

Grade 5 Reading Meets Grade Level

Year	State	**SH**	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	ELL
2019		**29**		29	25	20			30	0	20
2018	54	**39**	38								
2017	48	**25**	32	25							

Year	State	**SH**	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	ELL
2019		**11**		10	11				13	0	0
2018	41		27								
2017	36		22								

Students in 4th and 5th grade are making progress in Math and Reading in Domain 2.

Student Achievement Strengths

Growth in 4th grade Writing scores in 2019.

Student achievement strengths include progress in Domain 2 in Math and Reading scores for 4th and 5th grade. 5th grade Math scores have exceeded growth expectations for Domain 2 and 3.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): The campus has scored below the state targets in student achievement. **Root Cause:** The campus has some consistent processes in which data is used to drive instruction. A system for monitoring students progress was inconsistent by all teachers.

Problem Statement 2 (Prioritized): The following subgroups did not meet Domain 3 targets for student growth in Reading, Math and for 2019: All, Hispanic, Eco Dis, Continuously Enrolled and Non-Continuously enrolled. **Root Cause:** The campus has some consistent processes in which data is used to drive instruction. A system for monitoring students progress was inconsistent by all teachers.

Problem Statement 3 (Prioritized): The English Language Proficiency Status score is a 25% which is 11% below the state target for 2019. **Root Cause:** The campus has some consistent processes in which data is used to drive instruction. A system for monitoring students progress was inconsistent by all teachers.

School Culture and Climate

School Culture and Climate Summary

Sam Houston students and staff feel safe on campus. We strive to be a welcoming and positive environment for students, parents and staff.

For the 2020-21 school year, Sam Houston will continue implementing Capturing Kids Hearts campus wide. This has been a shift in mindset for staff and students as it focuses on building a positive relationship and classroom communities.

School Culture and Climate Strengths

There is a decrease in the number of discipline referrals for students.

There are more active student clubs: Chess, Guitar, Piano

Eagle of the Month recognitions

Attendance celebrations

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Lack of parent communication in the areas of academic performance on a consistent basis. **Root Cause:** We did not give parents enough opportunities to understand their child's performance on assessments. (i.e. Istation reports, unit assessment data logs, student data folders, STAAR goals)

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

ECISD utilizes a variety of recruiting strategies to grow staff; including, alternative certification programs, college fairs, Odessa Pathways and intrastate teacher fairs. Additionally, the district posts available positions on a variety of websites. ECISD undergoes a hiring process which ensures that candidates are credentialed for the positions they are seeking. Professional development provides staff with the tools needed to intervene and enrich the learning of all subgroups. Retention strategies include longevity pay, stipends for special program areas, and stipends for education beyond position requirement. Finally, the district uses staff recognition programs in conjunction with other retention strategies.

In 20-21, At Sam Houston all students will be taught by highly qualified teachers and instructional paraprofessionals. Sam Houston has 24 fult time classroom grade level teachers, 1 Reading Coach, 1 PE Teacher, 1 Music Teacher, 2 Special Education Teachers and a Dyslexia Teacher. We will be implementing Opportunity Culture with an MCL in 2nd - 5th grade and Instructional Specialist for Pk - 2nd.

Staff Quality, Recruitment, and Retention Strengths

STAFF FTE SUMMARY					
Total Staff	49.4	49.1	46.3	42.5	-3.8
Teachers	31.8	32.9	31.5	31.2	-0.3
Professional Support	6.7	6.1	6.1	4.4	-1.7
Campus Administration	2.0	2.0	2.0	2.0	0.0
Educational Aides	8.9	8.1	6.7	4.8	-1.9
Auxiliary Staff	N/A	N/A	N/A	N/A	N/A
Personnel by Ethnicity & Sex	49.4	50.1	46.3	42.5	-3.8
White	23.9	26.3	22.0	20.0	-2.0
Hispanic	23.5	22.5	22.9	21.5	-1.4
Black	1.0	1.0	1.3	1.0	-0.3
Other	1.0	0.2	0.2	0.0	-0.2
White Male	2.1	3.3	2.0	3.1	1.1
White Female	21.8	23.0	20.0	16.9	-3.1
Hispanic Male	4.1	4.1	3.1	3.1	0.0
Hispanic Female	19.5	18.5	19.8	18.3	-1.5
Black Male	0.0	0.0	0.0	0.0	0.0
Black Female	1.0	1.0	1.3	1.0	-0.3
Other Male	0.0	0.0	0.0	0.0	0.0
Other Female	1.0	0.2	0.2	0.0	-0.2
Teachers by Highest Degree Held					
No Degree	0.0	0.0	0.0	1.0	1.0

Bachelors	24.4	24.6	24.6	22.5	-2.1
Masters	7.5	8.3	6.9	7.7	0.8
Doctorate	0.0	0.0	0.0	0.0	0.0
Teachers by Years of Experience					
Beginning Teachers	0.0	0.0	4.0	5.7	1.7
1-5 Years Experience	18.1	10.1	7.1	10.3	3.2
6-10 Years Experience	5.0	12.0	8.2	2.8	-5.4
11-20 Years Experience	5.7	6.2	9.9	10.0	0.1
Over 20 Years Experience	3.0	4.6	2.3	2.5	0.2
Teachers by Population Served					
Regular Education	22.0	22.3	20.2	20.4	0.2
Career & Technology Education	0.0	0.0	0.0	0.0	0.0
Bilingual/ESL Education	6.0	6.0	6.0	6.0	0.0
Compensatory Education	0.0	1.0	1.1	1.0	-0.1
Gifted & Talented Education	0.0	0.0	0.3	1.0	0.7
Special Education	3.8	3.6	3.8	2.8	-1.0
Other	0.0	0.0	0.0	0.0	0.0

Monthly birthday luncheons, Jean Passes for various reasons; staff shout-outs in newsletters; team building activities; Capturing Kids Hearts training

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: A large applicant pool of teachers does not exist in ECISD. **Root Cause:** There is a high cost of living and oil industry that attracts applicants.

Priority Problem Statements

Problem Statement 1: The campus has scored below the state targets in student achievement.

Root Cause 1: The campus has some consistent processes in which data is used to drive instruction. A system for monitoring students progress was inconsistent by all teachers.

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: The following subgroups did not meet Domain 3 targets for student growth in Reading, Math and for 2019: All, Hispanic, Eco Dis, Continuously Enrolled and Non-Continuously enrolled.

Root Cause 2: The campus has some consistent processes in which data is used to drive instruction. A system for monitoring students progress was inconsistent by all teachers.

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: The English Language Proficiency Status score is a 25% which is 11% below the state target for 2019.

Root Cause 3: The campus has some consistent processes in which data is used to drive instruction. A system for monitoring students progress was inconsistent by all teachers.

Problem Statement 3 Areas: Student Achievement

Goals

Goal 1: Foundational Excellence: ECISD will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 1: Sam Houston will provide the environment conducive to all educational needs in conjunction with the development of a Long Range Facilities Plan that will move the District forward in the future.

Evaluation Data Sources: Panorama Student Survey

Summative Evaluation: None

Strategy 1: Implement universal free feeding to all elementary students.

Strategy's Expected Result/Impact: Provided support to families in need so students are healthy.

Staff Responsible for Monitoring: Cafeteria staff

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 2: Sam Houston will provide differentiated processes for academically priority students.

Evaluation Data Sources: assessments - MAP testing, SCAs and STAAR for 3 - 5 and Circle for PK

Summative Evaluation: None

Strategy 1: In accordance with district initiatives and scope and sequence, our MCLs and staff members will collaborate and plan lessons using a variety of structures and strategies that promote high student engagement.

Strategy's Expected Result/Impact: Students will be allowed to participate in a variety of learning experiences both face to face and virtually that allow for high accountability and engagement.

Staff Responsible for Monitoring: Teachers, MCLs, Administrators

Title I Schoolwide Elements: 2.6

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Problem Statements:
Student Achievement 1, 2

Funding Sources:
None

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Student Achievement

Problem Statement 1: The campus has scored below the state targets in student achievement. **Root Cause:** The campus has some consistent processes in which data is used to drive instruction. A system for monitoring students progress was inconsistent by all teachers.

Problem Statement 2: The following subgroups did not meet Domain 3 targets for student growth in Reading, Math and for 2019: All, Hispanic, Eco Dis, Continuously Enrolled and Non-Continuously enrolled. **Root Cause:** The campus has some consistent processes in which data is used to drive instruction. A system for monitoring students progress was inconsistent by all teachers.

Performance Objective 3: Sam Houston will embed technology for anytime, anywhere teaching and learning.

Evaluation Data Sources: student surveys, parent surveys, teacher surveys

Summative Evaluation: None

Strategy 1: Use technology resources that will enable students, teachers and leaders to implement and monitor personalized learning for all, including the following: Learning Management System (LMS) and Adaptive Technology

Strategy's Expected Result/Impact: Increased confidence in Sam Houston data resources

Staff Responsible for Monitoring: Administrators and Teachers

Title I Schoolwide Elements: 2.5

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Comprehensive Support Strategy

Targeted Support Strategy

Problem Statements:
Student Achievement 1

Funding Sources:
Title One School-wide

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Student Achievement

Problem Statement 1: The campus has scored below the state targets in student achievement. **Root Cause:** The campus has some consistent processes in which data is used to drive instruction. A system for monitoring students progress was inconsistent by all teachers.

Performance Objective 4: ECISD will provide and safe and supportive school environment

Strategy 1: Awareness training for staff, students and parents will be provided in the area of sexual abuse and other maltreatment of children. All new staff will be trained during required new employee training on Darkness to Light, /Stewards of Child prevention program. Counselors will train all staff during on-campus professional development on prevention and reporting requirements. Required child abuse awareness posters for students will be displayed on all campuses.

Strategy's Expected Result/Impact: Increased ability of staff and students to recognize and report signs of abuse.

Staff Responsible for Monitoring: Counselor, Administrators, Teachers

Title I Schoolwide Elements: 2.6

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: Lever 3: Positive School Culture

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Strategy 2: The ECISD comprehensive Guidance and Counseling curriculum will continue to be implemented in PK-12 to implement lessons that will include dating violence, child abuse, bullying, conflict resolution, substance abuse, self efficacy, decision making, behavior and other social-emotional topics.

Strategy's Expected Result/Impact: Monthly Sam Houston counselor reports will indicate growth in the guidance curriculum implementation.

Staff Responsible for Monitoring: Counselor & Principal

Title I Schoolwide Elements: 2.6

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: Lever 3: Positive School Culture

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Strategy 3: Teacher discipline management programs will be evaluated for alignment to CHAMPS, PBIS, and Capturing Kids Heart practices (SEL body of work).

Strategy's Expected Result/Impact: Office referrals will decrease which will increase the amount of instructional time for students.

Staff Responsible for Monitoring: Teachers, Counselor and Principal

Title I Schoolwide Elements: 2.5, 2.6

Problem Statements: None

TEA Priorities: Recruit, support, retain teachers and principals

Funding Sources: None

ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction

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Strategy 4: Sam Houston will attach the district's freedom from bullying policy and procedures which includes how to prevent, identify, respond to and report bullying. Administrators will follow all legal requirements pertaining to incidents of bullying. School counselors will provide guidance lessons or implement programs to include bullying prevention.

Strategy's Expected Result/Impact: Sam Houston staff trained in awareness, recognition and response regarding Bullying and will properly identify and report to principal.

Staff Responsible for Monitoring: Sam Houston staff and Administrators

Title I Schoolwide Elements: 2.5, 2.6

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: Lever 3: Positive School Culture

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Strategy 5: Parental & Family Engagement Activities will be offered at Sam Houston. These include: family math/reading nights, awards ceremonies, pastry with parents, and virtual events.

Strategy's Expected Result/Impact: Partnering with parents will increase student outcomes.

Staff Responsible for Monitoring: Principal, teachers, staff

Title I Schoolwide Elements: 3.1

Problem Statements: None

TEA Priorities: Improve low-performing schools

Funding Sources: Title One School- Improvement

ESF Levers: Lever 3: Positive School Culture

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 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 5: Sam Houston student attendance rate will increase from 93.9% to 95.7% by May 2021.

Evaluation Data Sources: Campus attendance reports

Summative Evaluation: None

Strategy 1: The campus attendance committee will meet to set a calendar of celebrations for good attendance.

Strategy's Expected Result/Impact: Increased student attendance and student performance

Staff Responsible for Monitoring: Teachers, Clerk, Administrators, Counselor

Title I Schoolwide Elements: 2.4, 2.6

TEA Priorities: None

ESF Levers: None

Problem Statements:
Student Achievement 1

Funding Sources:
Local

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Student Achievement

Problem Statement 1: The campus has scored below the state targets in student achievement. **Root Cause:** The campus has some consistent processes in which data is used to drive instruction. A system for monitoring students progress was inconsistent by all teachers.

Goal 2: Invest in Talent: Sam Houston will recruit, develop and retain highly-effective individuals who are invested in looking at tomorrow to inform their practices today.

Performance Objective 1: In 2020-21, Sam Houston will offer a job-embedded, personalized professional learning system for teachers and administrators.

Evaluation Data Sources: Learning Management System (LMS)
Employee Performance Evaluations
Staff Retention Rates
Eduphoria STRIVE
Staff Exit Survey Data

Summative Evaluation: None

Strategy 1: Campus administrators will conduct a minimum of five documented walkthroughs and or observation and feedback meetings per week.

Strategy's Expected Result/Impact: Increased learning time, improved quality instruction

Staff Responsible for Monitoring: Principal, Assistant Principal, Multi-Classroom Leaders, Instructional Specialist

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: None

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

Funding Sources: None

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

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Strategy 2: Sam Houston will follow all district calendar PD allowances and plan relevant learning based on teacher needs as well as student data.

Strategy's Expected Result/Impact: Teachers will receive personalized professional development.

Staff Responsible for Monitoring: Administrators, Instructional Specialist, MCLs

Title I Schoolwide Elements: 2.4

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction

Problem Statements:
Student Achievement 1

Funding Sources:
Local

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Jan
Mar
Summative
May

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Student Achievement

Problem Statement 1: The campus has scored below the state targets in student achievement. **Root Cause:** The campus has some consistent processes in which data is used to drive instruction. A system for monitoring students progress was inconsistent by all teachers.

Performance Objective 2: Sam Houston will provide strategic staffing and compensation systems during 2020-2021.

Evaluation Data Sources: Staffing models
Equity Plan
Opportunity Culture
Teacher Incentive Allotment designations
Staffing/Payroll Reports

Summative Evaluation: None

Strategy 1: Sam Houston will implement the Opportunity Culture model which include Multi-Classroom Leaders that support peer teachers and receive annual stipend.

Strategy's Expected Result/Impact: Increased teacher support, Increased student achievement

Staff Responsible for Monitoring: Principal, Assistant Principal, Multi-Classroom Leaders

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: None

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

Funding Sources:
None

ESF Levers: Lever 2: Effective, Well-Supported Teachers

Formative	Summative
Oct	May
Jan	
Mar	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 3: Sam Houston will cultivate current and potential pipelines for selection and development of quality people during 2020-2021.

Evaluation Data Sources: Recruitment data
Enrollment and completion data from all pipelines

Summative Evaluation: None

Strategy 1: The Opportunity Culture model that will be in place at our campus will provide multiple opportunities for growth and enrichment of all teaching and support staff.

Strategy's Expected Result/Impact: Staff will gain invaluable experience through coaching, modeling ans daily practice

Staff Responsible for Monitoring: MCLs, Campus Administration

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

Funding Sources:
Local

ESF Levers: Lever 2: Effective, Well-Supported Teachers

Formative	Summative
Oct	
Jan	
Mar	May

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 3: Learning Journey: ECISD will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.

Performance Objective 1: Sam Houston will develop a plan to increase the number of students who are Kindergarten ready and who are on grade level by grade 3.

Evaluation Data Sources: Pre-K Circle Data, MAP Growth Assessment

Summative Evaluation: None

Strategy 1: Our campus will open two Pre-Kindergarten units for the 2020-2021 school year.

Strategy's Expected Result/Impact: Our pre-kindergarten units will serve and prepare students for kindergarten.

Staff Responsible for Monitoring: Pk teachers and Administrators

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

Formative	Summative
Oct	May
Jan	
Mar	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 2: Sam Houston will implement innovative instructional models which enable personalized learning for all students.

Targeted or ESF High Priority

Evaluation Data Sources: None

Summative Evaluation: None

Strategy 1: Families will have a choice of how students will receive instruction including face to face, virtual or a combination of the the two.

Strategy's Expected Result/Impact: Students will benefit from a learning environment that promotes a personalized experience.

Staff Responsible for Monitoring: Teachers, campus administrators

Title I Schoolwide Elements: 2.4

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction

Problem Statements: None

Funding Sources:
None

Formative	Summative
Oct	
Jan	
Mar	May

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 3: Sam Houston will promote SEL for all students across the district.

Strategy 1: Professional development will be provided to staff regarding SEL strategies.

Strategy's Expected Result/Impact: Staff will have a deeper understanding of SEL and how to implement strategies to promote.

Staff Responsible for Monitoring: Campus administration, teachers, counselors

Title I Schoolwide Elements: 2.5

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: Lever 3: Positive School Culture

Formative	Summative
Oct	
Jan	
Mar	May

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 4: Social workers and specialists will provide interventions to help remove barriers to school attendance and success. COC staff will provide direct interventions to 70% of parents of students with 10 or more unexcused absences and those students on the drop out list. Interventions will be documented in Eduphoria.

Strategy 1: Attendance committee will be established whose purpose will be to support district efforts and procedures

Strategy's Expected Result/Impact: Increased attendance from families/students with excessive absences.

Staff Responsible for Monitoring: Administrators, Counselor, Committee, Clerk

Title I Schoolwide Elements: 2.4

Problem Statements: None

TEA Priorities: Improve low-performing schools

Funding Sources: None

ESF Levers: None

Formative	Summative
Oct	
Jan	
Mar	May

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Campus Funding Summary

Local					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	5	1			$0.00
2	1	2			$0.00
2	3	1			$0.00
				Sub-Total	$0.00
Title One School- Improvement					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	4	5			$0.00
				Sub-Total	$0.00
Title One School-wide					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	3	1			$0.00
				Sub-Total	$0.00
				Grand Total	$0.00

Addendums

Ector County Independent School District

San Jacinto Elementary

Improvement Plan

2020-2021

Mission Statement

The mission of San Jacinto, a family of caring and responsible, highly qualified, interdependent, professional educators, parents, students, and community members, is to be advocates in developing responsible citizens and independent, self-disciplined, lifelong learners by challenging students via dynamic, innovative, and engaging educational opportunities to put forth their best effort in a safe and nurturing environment.

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- Goal 1 : San Jacinto Elementary will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages by 2024. 19
- Goal 2 : San Jacinto Elementary will establish and maintain strong partnerships with parents, the community, businesses, and local partnerships. 26
- Goal 3 : San Jacinto Elementary will provide and promote a safe climate that is conducive to learning. 29
- Goal 4 : San Jacinto Elementary will utilize financial resources in a responsible and data-driven manner to support student learning. 31
- Goal 5 : San Jacinto Elementary will utilize technology to enhance instruction, create efficient processes, and increase communication and collaboration within the district and with all stakeholders. 32
- Goal 6 : Foundational Excellence: ECISD will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices. 39
- Goal 7 : Invest in Talent: ECISD will recruit, develop and retain highly-effective individuals who are invested in looking at tomorrow to inform their practices today. 40
- Goal 8 : Learning Journey: ECISD will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society. 41

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Comprehensive Needs Assessment

Demographics

Demographics Summary

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current)	(Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Co ol En
All Subjects															
Percent of Tests															
% at Approaches GL Standard or Above	76%	41%	79%	76%	*	*	-	*	74%	78%	78%	48%	52%	75%	
% at Meets GL Standard or Above	49%	9%	50%	56%	*	*	-	*	45%	44%	44%	36%	29%	47%	
% at Masters GL Standard	22%	5%	21%	32%	*	*	-	*	19%	18%	18%	13%	19%	21%	
Number of Tests															
# at Approaches GL Standard or Above	525	9	453	60	*	*	-	*	344	88	88	47	11	419	
# at Meets GL Standard or Above	335	2	286	44	*	*	-	*	210	50	50	35	6	263	
# at Masters GL Standard	152	1	123	25	*	*	-	*	91	20	20	13	4	118	
Total Tests	687	22	577	79	*	*	-	*	467	113	113	98	21	559	
ELA/Reading															
Percent of Tests															
% at Approaches GL Standard or Above	73%	44%	75%	74%	*	*	-	*	71%	71%	71%	43%	50%	71%	
% at Meets GL Standard or Above	43%	11%	44%	45%	*	*	-	*	39%	38%	38%	27%	25%	40%	
% at Masters GL Standard	19%	11%	18%	26%	*	*	-	*	16%	12%	12%	5%	13%	19%	
Number of Tests															
# at Approaches GL Standard or Above	186	4	158	23	*	*	-	*	123	30	30	16	4	147	
# at Meets GL Standard or Above	109	1	93	14	*	*	-	*	68	16	16	10	2	83	
# at Masters GL Standard	48	1	38	8	*	*	-	*	28	5	5	2	1	39	
Total Tests	255	9	212	31	*	*	-	*	174	42	42	37	8	207	
Mathematics															
Percent of Tests															
% at Approaches GL Standard or Above	85%	56%	89%	74%	*	*	-	*	83%	88%	88%	56%	75%	84%	
% at Meets GL Standard or Above	61%	11%	63%	61%	*	*	-	*	57%	57%	57%	50%	50%	60%	
% at Masters GL Standard	29%	0%	29%	35%	*	*	-	*	27%	29%	29%	17%	38%	27%	
Number of Tests															
# at Approaches GL Standard or Above	216	5	187	23	*	*	-	*	143	37	37	20	6	173	
# at Meets GL Standard or Above	154	1	133	19	*	*	-	*	99	24	24	18	4	123	
# at Masters GL Standard	74	0	62	11	*	*	-	*	47	12	12	6	3	56	
Total Tests	254	9	211	31	*	*	-	*	173	42	42	36	8	206	
Writing															
Percent of Tests															
% at Approaches GL Standard or Above	54%	*	58%	*	*	-	-	*	49%	63%	63%	9%	*	54%	
% at Meets GL Standard or Above	20%	*	21%	*	*	-	-	*	16%	25%	25%	0%	*	23%	
% at Masters GL Standard	6%	*	6%	*	*	-	-	*	5%	13%	13%	0%	*	7%	
Number of Tests															

# at Approaches GL Standard or Above	47	*	45	*	*	-	-	*	30	10	10	1	*	38
# at Meets GL Standard or Above	17	*	16	*	*	-	-	*	10	4	4	0	*	16
# at Masters GL Standard	5	*	5	*	*	-	-	*	3	2	2	0	*	5
Total Tests	87	*	78	*	*	-	-	*	61	16	16	11	*	71
Science														
Percent of Tests														
% at Approaches GL Standard or Above	84%	-	83%	86%	-	*	-	-	81%	85%	85%	71%	*	81%
% at Meets GL Standard or Above	60%	-	58%	71%	-	*	-	-	56%	46%	46%	50%	*	55%
% at Masters GL Standard	27%	-	24%	43%	-	*	-	-	22%	8%	8%	36%	*	24%
Number of Tests														
# at Approaches GL Standard or Above	76	-	63	**	-	*	-	-	48	11	11	10	*	61
# at Meets GL Standard or Above	55	-	44	**	-	*	-	-	33	6	6	7	*	41
# at Masters GL Standard	25	-	18	**	-	*	-	-	13	1	1	5	*	18
Total Tests	91	-	76	**	-	*	-	-	59	13	13	14	*	75
Social Studies														

TSDS PEIMS DISAGGREGATION OF PEIMS STUDENT DATA

Campus-level Data
Campuses: All Campuses
2019 - 2020 Fall Collection, Accepted Submission

LEA: 068901 - ECTOR COUNTY ISD
Campus: 068901121 - SAN JACINTO EL

TOTAL ENROLLMENT 495

ENROLLMENT BY GRADE	Count	%Enroll
EARLY EDUCATION	0	0.00%
PRE-KINDERGARTEN	0	0.00%
KINDERGARTEN	82	16.57%
GRADE 1	86	17.37%
GRADE 2	77	15.56%
GRADE 3	78	15.76%
GRADE 4	82	16.57%
GRADE 5	90	18.18%
GRADE 6	0	0.00%
GRADE 7	0	0.00%
GRADE 8	0	0.00%
GRADE 9	0	0.00%
GRADE 10	0	0.00%

ENROLLMENT BY ETHNICITY	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	1	0.20%	0.20%
ASIAN	0	0.00%	0.00%
BLACK/AFRICAN AMER.	24	4.85%	4.85%
HISPANIC/LATINO	422	85.25%	85.25%
WHITE	43	8.69%	8.69%
HAWAIIAN/PAC ISLAND	1	0.20%	0.20%
TWO OR MORE	4	0.81%	0.81%
TOTAL	495	100.00%	100.00%

BILINGUAL	Count	%Group
AMER. INDIAN/ALASKAN	0	0.00%
ASIAN	0	0.00%
BLACK/AFRICAN AMER.	0	0.00%
HISPANIC/LATINO	52	100.00%
WHITE	0	0.00%
HAWAIIAN/PAC ISLAND	0	0.00%
TWO OR MORE	0	0.00%
TOTAL	52	100.00%

MIGRANTS	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	1568 0	0.00%	0.00%

ESL	Count	%Group
AMER. INDIAN/ALASKAN	0	0.00%

GRADE 11	0	0.00%
GRADE 12	0	0.00%
TOTAL	495	100.00%

ENROLLMENT BY SEX	Count	%Enroll
MALE	246	49.70%
FEMALE	249	50.30%
TOTAL	495	100.00%

ADA ELIGIBILITY	Count	%Enroll
"0" ENROLLED, NOT IN MEMBERSHIP	0	0.00%
"1" ELIGIBLE FOR FULL DAY	495	100.00%
"2" ELIGIBLE FOR HALF DAY	0	0.00%
"3" TRANSFER FOR FULL DAY	0	0.00%
"4" INELIGIBLE FOR FULL DAY	0	0.00%
"5" INELIGIBLE FOR HALF DAY	0	0.00%
"6" TRANSFER FOR HALF DAY	0	0.00%
"7" ELIGIBLE FLEX ATND	0	0.00%
"8" INELIGIBLE FLEX ATND	0	0.00%
TOTAL	495	100.00%

	Count	%Enroll
LEP	80	16.16%
IMMIGRANT	17	3.43%
ECONOMIC DISADVANTAGE	326	65.86%
MILITARY CONNECTED	4	0.81%
FOSTER CARE	7	1.41%
DYSLEXIA	12	2.42%
PK ELIGIBLE PREVIOUS YEAR	0	0.00%

ASIAN	0	0.00%	0.00%
BLACK/AFRICAN AMER.	0	0.00%	0.00%
HISPANIC/LATINO	0	0.00%	0.00%
WHITE	0	0.00%	0.00%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	0	0.00%	0.00%
TOTAL	0	0.00%	0.00%

OTHER ECON DISADV	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	0	0.00%	0.00%
BLACK/AFRICAN AMER.	0	0.00%	0.00%
HISPANIC/LATINO	0	0.00%	0.00%
WHITE	0	0.00%	0.00%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	0	0.00%	0.00%
TOTAL	0	0.00%	0.00%

ELIGIBLE FOR FREE/REDUC MEALS	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	1	0.31%	0.20%
ASIAN	0	0.00%	0.00%
BLACK/AFRICAN AMER.	21	6.44%	4.24%
HISPANIC/LATINO	275	84.36%	55.56%
WHITE	24	7.36%	4.85%
HAWAIIAN/PAC ISLAND	1	0.31%	0.20%
TWO OR MORE	4	1.23%	0.81%
TOTAL	326	100.00%	65.86%

ASIAN	0	0.00%	
BLACK/AFRICAN AMER.	0	0.00%	
HISPANIC/LATINO	3	100.00%	
WHITE	0	0.00%	
HAWAIIAN/PAC ISLAND	0	0.00%	
TWO OR MORE	0	0.00%	
TOTAL	3	100.00%	

Alternative Language Program	Count	%Group	
AMER. INDIAN/ALASKAN	0	0.00%	
ASIAN	0	0.00%	
BLACK/AFRICAN AMER.	0	0.00%	
HISPANIC/LATINO	22	100.00%	
WHITE	0	0.00%	
HAWAIIAN/PAC ISLAND	0	0.00%	
TWO OR MORE	0	0.00%	
TOTAL	22	100.00%	

GIFTED & TALENTED	Count	%Group	
AMER. INDIAN/ALASKAN	0	0.00%	
ASIAN	0	0.00%	
BLACK/AFRICAN AMER.	1	5.56%	
HISPANIC/LATINO	14	77.78%	
WHITE	3	16.67%	
HAWAIIAN/PAC ISLAND	0	0.00%	
TWO OR MORE	0	0.00%	
TOTAL	18	100.00%	

This report displays the data for the FALL 2019 - 2020 collection that was accepted by the ESC on 01/16/2020 02:22 PM.

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	State	Campus	H	W	AA	Asian	2 or More			
2019		85	89	74	**	**	**	83	56	88
2018		88	90	79	**	**	**	91	93	88
2017		80	79	93	**	**	**	80		

Demographics Strengths

All targets met in Hispanic, Eco disc, SPED, and ELL. Distinction earned in CLosing the GAPS for 2018 & 2019.

TEXAS EDUCATION AGENCY
2019 Distinction Designation Summary
Top 25 Percent: Comparative Closing the Gaps (CTG)
SAN JACINTO EL (068901121) - ECTOR COUNTY ISD
Campus Type: Elementary

Campus Name	District Name	CTG Scaled Score
1 WALT DISNEY EL (020901107)	ALVIN ISD	100
2 BURKE EL (015915166)	NORTHSIDE ISD	96
3 HUFFMAN EL (043910120)	PLANO ISD	86
SAN JACINTO EL (068901121)	**ECTOR COUNTY ISD**	**84**
4 ROSA PARKS EL (079907146)	FORT BEND ISD	81
5 FREDDY GONZALEZ EL (108904112)	EDINBURG CISD	80
6 KOCUREK EL (227901172)	AUSTIN ISD	80
7 SEGUIN EL (184903109)	WEATHERFORD ISD	79
8 WINONA EL (212910101)	WINONA ISD	78
9 HARMONY SCHOOL OF EXCELLENCE - SAN (015828006)	HARMONY SCIENCE ACAD (SAN ANTONIO)	77
10 KOENNECKE EL (094901109)	SEGUIN ISD	77
11 LUCILLE NASH EL (129903114)	KAUFMAN ISD	77
12 PIRRUNG EL (057914123)	MESQUITE ISD	77
13 COMANCHE EL (047901101)	COMANCHE ISD	76
14 RAGUET EL (174904105)	NACOGDOCHES ISD	76
15 SIEBERT EL (067903101)	EASTLAND ISD	76

1570

16 BARRON EL (071902165)	EL PASO ISD	75
17 ORE CITY EL (230903102)	ORE CITY ISD	75
18 BOWIE EL (105902101)	SAN MARCOS CISD	74
19 JACKSBORO EL (119902101)	JACKSBORO ISD	74
20 KEMP INT (129904102)	KEMP ISD	74
21 ADAMS EL (126903101)	CLEBURNE ISD	73
22 BAYSHORE EL (101916104)	LA PORTE ISD	72
23 CROCKETT EL (243905107)	WICHITA FALLS ISD	72
24 HERNANDEZ EL (105902107)	SAN MARCOS CISD	69
25 COMFORT EL (130902101)	COMFORT ISD	68
26 PEWITT EL (172905102)	PEWITT CISD	68
27 CLARKSTON EL (212905106)	TYLER ISD	67
28 COCKRELL HILL EL (057906107)	DESOTO ISD	67
29 SHADOWBRIAR EL (101912276)	HOUSTON ISD	67
30 A E BUTLER INT (116908101)	QUINLAN ISD	66
31 BLUEBONNET EL (028902105)	LOCKHART ISD	66
32 LEONARD SHANKLIN EL (028903101)	LULING ISD	65
33 CASEY EL (227901173)	AUSTIN ISD	64
34 WELDON EL (092901105)	GLADEWATER ISD	64
35 NAVARRO EL (028902103)	LOCKHART ISD	63
36 CLIFTON EL (018901101)	CLIFTON ISD	62
37 MARTI EL (126903103)	CLEBURNE ISD	62
38 DOWLING EL (068901107)	ECTOR COUNTY ISD	61
39 LYTLE EL (007904101)	LYTLE ISD	61
40 VOGEL EL (094901110)	SEGUIN ISD	48

Top 25 Percent: Comparative Closing the Gaps Target = Closing the Gaps Scaled Score of 77

DISTINCTION EARNED

Blank values for a Closing the Gaps Scaled Score occur if the indicator is not applicable to that campus or does not meet the minimum size of 10.

Where Closing the Gaps Scaled Scores are identical, the campuses are listed alphabetically by campus name.

Problem Statements Identifying Demographics Needs

Problem Statement 1: In 2018-2019, White students performed below the campus grade level percentage of students who approached grade level standards on STAAR Reading. **Root Cause:** Inconsistent implementation of balanced literacy instruction and planning of lessons in grades K-2. Lack of admistration monitoring student achievement for white students.

Problem Statement 2: In 2018-2019, El's in 4th grade performed below the campus grade level percentage of students who approached grade level standards on STAAR MATH. **Root Cause:** Inconsistent monitoring of EL students in 4th grade. Substitute teacher with limited skills in the 4th grade bilingual position.

Student Achievement

Student Achievement Summary

Texas Education Agency
2019 Accountability Ratings Overall Summary
SAN JACINTO EL (068901121) - ECTOR COUNTY ISD

Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		85	B
Student Achievement		77	C
STAAR Performance	49	77	
College, Career and Military Readiness			
Graduation Rate			
School Progress		86	B
Academic Growth	79	86	B
Relative Performance (Eco Dis: 72.1%)	49	83	B
Closing the Gaps	89	84	B

Identification of Schools for Improvement

This campus is NOT identified for comprehensive support and improvement, targeted support and improvement, or additional targeted support.

Distinction Designations

ELA/Reading	Not Earned
Mathematics	Earned
Science	Earned
Social Studies	Not Eligible
Comparative Academic Growth	Earned

1572

Postsecondary Readiness	Earned
Comparative Closing the Gaps	Earned

School Progress Academic Growth 2018 and beyond
Percent Met or Exceeded Progress years 2013-2017
Reading

Year	State	Campus	H	W	AA	Asian	2 or More	ECO	Special Ed	ELL
2019		73	75	74	**	**	**	71	43	71
2018		74	73	79	**	**	**	75	71	70
2017		66	67	**	**	**	**	70		57

Math

Year	State	Campus	H	W	AA	Asian	2 or More			
2019		85	89	74	**	**	**	83	56	88
2018		88	90	79	**	**	**	91	93	88
2017		80	79	93	**	**	**	80		82

Student Achievement Strengths

5 DISTINCTIONS earned in 2019. Students are making progress. 4th and 5th students are making tremedous growth in all areas.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): In 2018-2019, San Jacinto did not meet the reading target score of a 44%. San Jacinto scored a 43%, missing target by 1 %. **Root Cause:** In consistent implementation of the reading program and lack of monitoring in K-2.

Problem Statement 2: Students in K-3rd are not performing on grade level. **Root Cause:** Teachers lack the a strong foundation in curriculum.

School Culture and Climate

School Culture and Climate Summary

All decisions are based on what is best for students. San Jacinto's environment is clean, prepared, and has ART displayed for students and staff. Many concepts have been adopted from the Ron Clark academy. Staff creates positive learning envirnments including original room transformations throughout the year that impact our students. House system is implemented in all grade levels.

School Culture and Climate Strengths

Strong staff members help support less experienced teachers. All teacher are on board with Ron Clark strategies.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Information for Comprehensive Needs Assessment for Campus 121-San Jacinto Elementary

EMPLOYEES			
	Administrators (Principals/Asst. Prin)	Teachers	Instructional Paraprofessionals (Aides)
14/15	2	39	3
15/16	1	28	5
16/17	2	34	5
17/18	2	30	5
18/19	2	28	4
19/20	2	31	4

EMPLOYEE RETENTION PERCENTAGES			
% Remained From Year To Year	Administrators (Principals/Asst. Prin)	Teachers	Instructional Paraprofessionals (Aides)
14/15 to 15/16	50.00%	30.00%	0.00%
15/16 to 16/17	100.00%	57.14%	80.00%
16/17 to 17/18	100.00%	55.88%	60.00%
17/18 to 18/19	50.00%	82.14%	100.00%
18/19 to 19/20	100.00%	67.86%	75.00%

TEACHER EXPERIENCE					
Total Professional Any District	Percent with 0 Years	Percent with 1-5 Years	Percent with 6 -10 Years	Percent with > 10 Years	Percent of Teachers W/Masters Degree
14/15	12.82%	41.03%	15.38%	30.77%	25.64%
15/16	7.14%	25.00%	28.57%	39.29%	35.71%
16/17	14.71%	26.47%	17.65%	41.18%	26.47%
17/18	10.00%	30.00%	16.67%	43.33%	23.33%
18/19	3.57%	32.14%	17.86%	46.43%	21.43%
19/20	12.90%	25.81%	25.81%	35.48%	19.35%

Staff Quality, Recruitment, and Retention Strengths

San Jacinto staff has shown significant improvement in the last 5 years. There were 12 substitute on this campus 2016/2017. SJ has been able to support teachers and grown them into master teachers.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: 25% of staff members do not have qualities of teaching. **Root Cause:** ECISD has a limited pool of strong applicants.

Priority Problem Statements

Problem Statement 1: In 2018-2019, San Jacinto did not meet the reading target score of a 44%. San Jacinto scored a 43%, missing target by 1 %.

Root Cause 1: In consistent implementation of the reading program and lack of monitoring in K-2.

Problem Statement 1 Areas: Student Achievement

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Quantifiable goals for student performance in reading and math PreK-3(HB 3)
- Campus goals
- Campus Performance Objectives Summative Review from previous year
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps
- Effective Schools Framework data
- Targeted support Identification data
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data

- Student failure and/or retention rates

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Male / Female performance, progress, and participation data
- Male / Female performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- At-Risk population, including performance, discipline, attendance, and mobility
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- TTESS data
- T-PESS data
- TTESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Parent Involvement Rate
- Community surveys and/or other feedback

Goals

Goal 1: San Jacinto Elementary will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages by 2024.

Performance Objective 1: Students achieving the Meets Standard on state assessments will increase from 76% to 85% across all tested grade levels and content areas by May 2021.

Evaluation Data Sources: State Accountability 2019, 2020

Summative Evaluation: None

Strategy 1: Student data will be tracked after every approved assessment. Teachers will use intervention time to pull targeted students according to data.
Tier I instruction will be well planned, executed, and monitored.

Teachers will attend training on engagement and instructional strategies in order to enhance tier I instruction.

Strategy's Expected Result/Impact: Improvement is % passing.

Staff Responsible for Monitoring: Monitored by teachers and by administrators.

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: Improve low-performing schools

Funding Sources:
Resources and Professional Development Title One School-wide

ESF Levers: None

Comprehensive Support Strategy

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 2: Students achieving the Masters Standard on state assessments will increase from 22% to 35% across all tested grade levels and content areas by May 2020.

Evaluation Data Sources: State Accountability 2019, 2020

Summative Evaluation: None

Strategy 1: Data will be analyzed, student groups will be determined on who is able to reach the master level. Teachers will commit to 9 students who will achieve Masters. Teachers will work closely with the selected students throughout the year.

Strategy's Expected Result/Impact: None

Staff Responsible for Monitoring: Teachers and administrators through data talks.

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

Comprehensive Support Strategy

Formative	Summative
Oct	
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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 3: Students achieving the Meets Standard on the state assessments in Reading and Writing will increase by 10% by May 2021.
3rd Grade Reading from 65% to 70%
4th Grade Reading from 70% to 75%
5th Grade Reading from 82% to 88%

4th Grade Writing from 54% to 70%

Evaluation Data Sources: State Accountability 2019, 2020

Summative Evaluation: None

Strategy 1: 1) Student data will be tracked after every approved assessment. Teachers will use intervention time to pull targeted students according to data.
Tier I instruction will be well planned, executed, and monitored.

Strategy's Expected Result/Impact: None

Staff Responsible for Monitoring: Teachers and administrators will monitor through data sources and make adjustments.

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

Comprehensive Support Strategy

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No Progress Accomplished Continue/Modify Discontinue

Performance Objective 4: Students achieving the Meets Standard on state assessments in Math will increase by 10% in each tested grade level by May 2021.
3rd Grade Math from 70% to 75%
4th Grade Math from 83% to 89%
5th Grade Math from 92% to 95%

Evaluation Data Sources: 2020 State Accountability

Summative Evaluation: None

Strategy 1: 1) Student data will be tracked after every approved assessment. Teachers will use intervention time to pull targeted students according to data.
Tier I instruction will be well planned, executed, and monitored.
Selected teachers will attend training at the Ron Clark Academy and GYTO conference that will enhance our teacher lesson delivery/.

Strategy's Expected Result/Impact: None

Staff Responsible for Monitoring: Teachers and administrators will monitor and make adjustments.

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: None

Comprehensive Support Strategy

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 5: Students achieving the Meets Standard on state assessments in Science will increase by 5% by May 2020. 5th Science from 28% to 60%

Evaluation Data Sources: 2020 State Accountability

Summative Evaluation: None

Strategy 1: Teachers will attend training in the subject area and will enhance their lessons. Solid Tier I instruction will impart student achievement.

Strategy's Expected Result/Impact: None

Staff Responsible for Monitoring: Administrators will hold teachers accountable for Tier I instruction by monitoring and adjusting.

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

Comprehensive Support Strategy

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 6: ECISD retention rates will be 0.1% below state average in all grade levels K-8 by 2020.

Evaluation Data Sources: District PEIMS Retention Report

Summative Evaluation: None

Performance Objective 7: ECISD student attendance rate will increase from 94.6% to 95.7% by May 2020 (State average was 95.7% in 2017).

Evaluation Data Sources: District attendance reports

Summative Evaluation: None

Performance Objective 8: English Learners achieving Advanced and Advanced High Composite Level scores will increase by 5 percentage points for the academic year 2019-2020.

TELPAS Advanced Level from 37.86% to 42.86%
TELPAS Advanced High Level from 9.9% to 14.9%

Evaluation Data Sources: TELPAS ratings 2020

Summative Evaluation: None

Goal 2: San Jacinto Elementary will establish and maintain strong partnerships with parents, the community, businesses, and local partnerships.

Performance Objective 1: Improve customer service and community perceptions of ECISD from XX to an 80% as measured by a district created Customer Service Survey by 2024.

Evaluation Data Sources: Pre and Post Surveys
District/Campus Customer Satisfaction Feedback

Summative Evaluation: None

Performance Objective 2: Streamline the flow of communication so that customers are efficiently directed to the proper department in order to have their questions answered in a timely manner.

Performance Objective 3: Encourage partnerships with community health-based agencies and individuals as educational resources to improve the wellness of ECISD students, faculty, staff, and their families.

Goal 3: San Jacinto Elementary will provide and promote a safe climate that is conducive to learning.

Performance Objective 1: Special programs will be offered to support the unique needs of students at various social/ emotional levels of functioning in order to promote a safe climate that is conducive to learning.

Evaluation Data Sources: Program rosters, attendance data, completion and graduation rates

Summative Evaluation: None

Performance Objective 2: ECISD will ensure training for 100% of the staff will occur annually to promote the safety of all students.

Evaluation Data Sources: Staff sign-in, archived training documents

Summative Evaluation: None

Goal 4: San Jacinto Elementary will utilize financial resources in a responsible and data-driven manner to support student learning.

Performance Objective 1: San Jacinto staff will attend training and conferences that will enhance students learning. San Jacinto will purchase additional resources to target TIER 3 instruction according to data.

Strategy 1: San Jacinto will purchase necessary equipment to teach F2F and virtual students effectively.

Strategy's Expected Result/Impact: None

Staff Responsible for Monitoring: None

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

Formative
Oct
Jan
Mar
Summative
May

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 5: San Jacinto Elementary will utilize technology to enhance instruction, create efficient processes, and increase communication and collaboration within the district and with all stakeholders.

Performance Objective 1: Reduce the number of student transfer code errors from 30% to 15% in ITCCS by May 2020.

Evaluation Data Sources: ITCCS reports

Summative Evaluation: None

Performance Objective 2: 100% of campus improvement plans will be aligned to the district improvement plan by August 2019.

Evaluation Data Sources: 2019-2020 Campus improvement Plans

Summative Evaluation: None

Performance Objective 3: Increase student computer (wireless device) ratio to a minimum of one computer per four students. Moving towards a long term goal of one computer per student at each campus by 2024 pending approval.

Evaluation Data Sources: Campus inventory and student enrollment.

Summative Evaluation: None

Performance Objective 4: Increase wireless network connectivity to support additional wireless devices by 2024 pending approval.

Evaluation Data Sources: District wireless network survey.

Summative Evaluation: None

Performance Objective 5: Increase network bandwidth from 5gb to 10gb to 20gb to support additional wireless and network devices by the year 2024 pending approval.

Evaluation Data Sources: Network inventory.

Summative Evaluation: None

Performance Objective 6: Increase the use of digital tools and strategies using cloud-based applications by 2020.

Evaluation Data Sources: Usage reports

Summative Evaluation: None

Performance Objective 7: Increase the use of parent portal activity from 37% to 60% by 2020.

Evaluation Data Sources: txConnect administrator reports.

Summative Evaluation: None

Goal 6: Foundational Excellence: ECISD will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Goal 7: Invest in Talent: ECISD will recruit, develop and retain highly-effective individuals who are invested in looking at tomorrow to inform their practices today.

Goal 8: Learning Journey: ECISD will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.

Campus Funding Summary

Title One School-wide					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Resources and Professional Development		$0.00
				Sub-Total	$0.00
				Grand Total	$0.00

Addendums

Ector County Independent School District

Travis Magnet Elementary

Improvement Plan

2020-2021

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- Goal 2 : Invest in Talent: Travis will recruit, develop and retain highly-effective individuals who are invested in looking at tomorrow to inform their practices today. 21
- Goal 3 : Travis will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. Travis will equip students to be adaptable in an ever-changing society. 23

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Travis Magnet Elementary Demographics:

3rd - 5th grade students

Travis student population is as follows:

Ethnic Distribution:

African American 5%, Hipanic 89%, White 5%, and the rest of the population is made up of American Indian, Asian, Pacific Islande , Two or More Races

Economically Disadvantaged 74%,

English Language Learners (ELL) 31%,

American Indian/Alaskan 0.73%

Demographics Strengths

Eco Dis for 2019-2020 74%

The current Principal has with several years of experience at IR campuses, and campuses with high numbes of economically disadvantaged students.

The Principal transitioned in June to support the campus in hiring for the 11 vacancies the campus had at end of school year.

A new Assistant principal was hired with 5 years of experience at an economically disadvantage, IR campus at Middle School where our student will feed up.

School year 2018-2019 was the first year of the new campus reconfiguration of 3-5, while the sister campus Zavala houses the preK1-2. This 2029-2020 school year is the third year as a 3-5 campus.

TELPAS scores last time tested 2019 show 3-5 met Target.

Problem Statements Identifying Demographics Needs

Problem Statement 1: STAAR 2019 Economically Disadvantaged performed at 56% approaches all grades all subjects, approaches. EL students performed at 51% approaches all grades, all subjects. **Root Cause:** Lack of Quality Tier 1 Instruction due to 67% of staff having less than three years of experience.

Student Achievement

Student Achievement Summary

2019 Campus is rated as F as of August 15th, 2019

3rd Reading 47% Approaches

3rd Math 48% Approaches

4th Reading 61% Approaches

4th Math 53% Approaches

4th Writing 46% Approaches

5th Science 46%

5th Math combined 76%

5th Reading 63%

All Math 56%

All Reading 57%

2019-2020 School year

All student participated in Short Cycle Assessments. Ninety percent of campus showed growth on the short cycle assessments from September through February.

Spring Benchmark: full STAAR release show the following for Domain I at the meets level.

3rd Reading 11%, 3rd Math 14%, 4th Reading 11%, 4th Math 11%, 5th Reading 24%, 5th Math 23%

Student Achievement Strengths

The 5th grade team was the strongest last year with teachers in place.

Scores were 5th Grade math 76% approaches after STAAR administration 2 for 2019

2019-2020 SCA (Short Cycle Assessments) were used throughout the year and showed 90% of students increasing in scores per SCA.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): Travis STAAR 2019 Reading 57% approaches and Math 61% approaches. Rating of F. **Root Cause:** Lack of Quality Tier 1 Instruction due to 46% of staff have three or less years of teaching experience.

School Culture and Climate

School Culture and Climate Summary

Travis will strengthen and regain Parent VIPS programs, parent involvment and community engagement.

Travis will schedule PTA meetings and magnet and special area programs/9week Magnet show offs: October, December, February, March, May

Our team will plan Family Reading Night, Family Math Night, Family Science Night, Meet the teacher, parent orientation, Food2Kids, VIPS, mentors and partnership with AVID community coaches

All Travis students will have the opportunity to participate in Math Labs, Science Labs, Computer Lab, Sharkfinder

The front office has created a welcoming and iniviting area for the public. Each month a short climate survey will be available to parents in QR format.

The theme for the year continues "Spread Our Wings & Fly". Staff pictures were taken with staff in new tshirts, and the continued theme is evident throughout the builidng.

Hearne and Hearne Consultants returned Aug 2020 for Living your Intentional Legacy in our Diverse World.

Travis will learn more about the Leader in Me and 7 Habits of Happy Kids for staff, students and family and community.

School Climate Survey from parents show that parents are happy with school, teachers and they feel their students are safe. ESF Survey

School Culture and Climate Strengths

A small numer of key teachers are invested in Travis' success and work diligently toward improving moral and increasing academics.

The teachers bonded quickly with principa and began to collaborate about key issues to turn the campus around. The campus leadership team met and established key goals to implement in early August: staff unity, increased communication, effect master schedule and campus-wide routines and procedures.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Attendance rates for 2018-2019 were 94.3%, which is below the district and state average. **Root Cause:** City disturbances with shooting, and flu sickness, and later COVID.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

It is important to provide a curriculum that is aligned to meet the needs of all students in all core subject areas. They are supported by:

Tutoring, dyslexia services, balanced literacy, guided math, ImagineMath, Istation, Brainchild and reading services to close the achievement gap.

Other resources used are in the form of textbooks, supplemental materials and classroom technology use contribute to student performance by providing tools to utilize when educating students.

Personnel involved are:

Teachers, Instructional Specialists, dyslexia teachers, At Risk tutors, special education personnel, bilingual teachers, bilingual specialist

COGAT, Naglieri, STAAR, SBAs, DBAs, unit assessments, IStation, ImagineMath and TELPAS assessments allow for early identification of need and potential targets for intervention.

ESF Spring Diagnostic showed strong systems in place for PLC1 and PLC2 with need to increase the capacity in the Tier 1 classroom of teachers who have novice, no experience, and are LTS.

Curriculum, Instruction, and Assessment Strengths

AVID: Students in elementary AVID are assessed three times per year by the classroom teacher in the areas of: organization, binders, planners, note taking, and levels of thinking. All teachers 3-5 will receive training in August back to school and throughout the year as needed.

The curriculum department has provided training, an aligned curriculum (TEKS Resource) and resources to help meet the learning needs of students. The Scope and Sequence is available in eduphoria and accessible for instructional staff.

The new ELAR HMH textbook adoption will prove a great resource for our teachers. The district has spent much effort on rolling out a sequential and intentional planning process for teachers in efforts to have high-yield instruction.

The use of SCA (short cycle assessments in 2019-2020) show the strenght of PLC1 and PLC2. Per the Spring 2020 ESF Diagnostic Rubric, campus should focus on buidling capacity in teachers,which will improve Tier I instruction.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): Travis STAAR 2019 Reading 57% Approaches, 23% Meets, and Math 61% Approaches, 31% Meets. Rating of F.
Root Cause: Lack of consistency in lesson planning protocol across grade levels.

Parent and Community Engagement

Parent and Community Engagement Summary

Travis Elementary promotes family and community involvement through Family Math Nights, Family Reading Nights, Family Science Nights, Open House, PTA programs, Meet the teacher, Writing Workshop, Parent Orientation, school websites, social media, parent conferences, VIPS, Parent Ling and AVIS Community Coaching.

At Travis Elementary, family and community members are encouraged to participate in numerous activities outside and within the classrooms including open house events, family reading nights, fine art events, sporting activities, family science nights, and PTA.

AVID is partnering with Travis to bring in community coaches for a select number of students.

The campus has started an Amabassador program for 5th grade select students to grow student-leadership for the student body.

The campus has found a Volunteer Chairperson to work on engaging parents at Travis.

Parent and Community Engagement Strengths

Travis will continue to grow and strengthen the involvment of parents, families, and surrounding communities members, and provided them with opportunities to work together to improve family and community involvement and to support academic achievement. Parent attendance has increased on night events such as music and math/reading nights. Parents have participated well in our ESF surveys.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Low percentage of PTA involvement, less than 5% of parent involvement. **Root Cause:** Membership for PTA and was not promoted.

School Context and Organization

School Context and Organization Summary

Travis has implemented into the schedule, targeted intervention time in the classrooms, utilization of computer lab, science and math lab for all 3-5 classes.

PLCs meet every week for 45 minutes for teacher training, planning and data meetings/support. A CPL (Campus Professional Learning) time is built into the schdule which will provide a flex system for pulling teachers veritcially, horizontally, or by core taught.

CIT/CLT met to discuss implementation of programs, campus needs, schedules, data, goals and planning activities for the school year.

CHAMPS met to discuss three campus goals and will be teacher of teacher trainers for their content teams.

School Context and Organization Strengths

The Leadership team and CIT are both involved in planning school goals, best practices and ongoing progress of data and curriculum. PLCs focus on sharing of best practices, rigorous activities, and help to strengthen individual teachers, grade levels and the school as a whole. Campus principal and instructional coaches will be involved and facilitate all planning meetings to ensure high quality of planning and instructional delivery.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Students did not meet projected Domain 1 level on the February 2020 DBA, STAAR release. **Root Cause:** 67% of staff had 3 years or less of teaching experience.

Technology

Technology Summary

Travis Elementary integrates technology to promote student learning .

Programs that assist with tutorials and interventions:

Brainchild, IStation, and ImagineMath. Istation is phased out and MAP Assessment will be implemented in 2020-2021

Students are able to check out books and it also provides online books available to students at school and home.

Each classroom has computers, a projector, a SmartBoard and document camera. Teachers are provided the opportunity to gain training to checkout their own classroom laptop and are trained on how to use them to enhance instruction.

Travis teachers are encouraged to use more technology in the classroom, such as incorporating Safari Montage videos, power points, and smartboard interactive activities. Science Labs will have wifi installed for student research, projects and sustainability of Sharkfinder and innovative science projects.

With district purchases and campus purchases, the campus should be close to one to one technology by Sept 2020.

Technology Strengths

Travis works to replace classroom and computer lab computer systems such as computers, document cameras, Infocus, etc.

ECISD employs instructional technologists to provide ongoing training and support. The IT department is readily available.

With district purchases and campus purchases, the campus should be close to one to one technology by Sept 2020.

Problem Statements Identifying Technology Needs

Problem Statement 1: 2019 Science 46% Approaches, 20% Meets, Reading 57% Approaches, 23% Meets, and Math 61% Approaches, 31% Meets. Rating IR **Root Cause:** Lack of one to one student devices across campus.

Priority Problem Statements

Problem Statement 1: Travis STAAR 2019 Reading 57% approaches and Math 61% approaches. Rating of F.

Root Cause 1: Lack of Quality Tier 1 Instruction due to 46% of staff have three or less years of teaching experience.

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: Travis STAAR 2019 Reading 57% Approaches, 23% Meets, and Math 61% Approaches, 31% Meets. Rating of F.

Root Cause 2: Lack of consistency in lesson planning protocol across grade levels.

Problem Statement 2 Areas: Curriculum, Instruction, and Assessment

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Quantifiable goals for student performance in reading and math PreK-3(HB 3)
- Campus goals
- Quantifiable goals for measures of CCMR(HB 3)
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Federal Report Card Data

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local benchmark or common assessments data
- Student failure and/or retention rates

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Highly qualified staff data
- TTESS data
- T-PESS data
- TTESS data
- PDAS and/or T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data

Goals

Goal 1: Foundational Excellence: Travis will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 1: Annual student attendance will increase from 94.3% in 2020 to 95.0% in 2021.

Evaluation Data Sources: Weekly Attendance Reports from SAS

Summative Evaluation: None

Strategy 1: School wide incentives offered to students. (Perfect attendance, classroom competitions, grade level competitions.)

Strategy's Expected Result/Impact: Student attendance will increase to 95.0% by May 2021

Staff Responsible for Monitoring: Administrators, counselor and attendance clerk.

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Problem Statements:
Student Achievement 1

Funding Sources:
Incentive student rewards Local $500

Formative	Summative
Oct	
Jan	
Mar	May

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Student Achievement

Problem Statement 1: Travis STAAR 2019 Reading 57% approaches and Math 61% approaches. Rating of F. **Root Cause:** Lack of Quality Tier 1 Instruction due to 46% of staff have three or less years of teaching experience.

Performance Objective 2: School will embed technology for anytime, anywhere teaching and learning.

Evaluation Data Sources: Campus will strive to have one to one technology access for teachers and students.

Summative Evaluation: None

Strategy 1: Striving to gain one to one technology will enable students, teachers and leaders to implement and monitor personalized learning for all.

Strategy's Expected Result/Impact: 100% of Travis students and staff will have one to one personalized access to technology for teachers and students.

Staff Responsible for Monitoring: Central office, campus administrators and classroom teachers.

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction

Problem Statements:
Student Achievement 1

Funding Sources:
Campus Purchased 51 student laptops with unused tutoring money April 2020 State Comp Ed $10,500

Formative	Summative
Oct	May
Jan	
Mar	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Student Achievement

Problem Statement 1: Travis STAAR 2019 Reading 57% approaches and Math 61% approaches. Rating of F. **Root Cause:** Lack of Quality Tier 1 Instruction due to 46% of staff have three or less years of teaching experience.

Performance Objective 3: Develop the adult collective understanding and shared vision of Social Emotional Learning (SEL).

Evaluation Data Sources: 100% of teaching staff will engage in professional learning about SEL research and practice.

Summative Evaluation: None

Strategy 1: Staff will engage in professional learning about SEL research and practice.

Strategy's Expected Result/Impact: 100% of staff will engage in professional learning about SEL research and practice and can be noticed in hallways and in classrooms.

Staff Responsible for Monitoring: Administrators, counselor and classroom teachers.

Title I Schoolwide Elements: 2.6

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Problem Statements:
Student Achievement 1

Funding Sources:
Leader in Me Campus Wide - 7 Habits of Happy Kids Title One School- Improvement $13,000

Formative	Summative
Oct	
Jan	
Mar	May

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Student Achievement

Problem Statement 1: Travis STAAR 2019 Reading 57% approaches and Math 61% approaches. Rating of F. **Root Cause:** Lack of Quality Tier 1 Instruction due to 46% of staff have three or less years of teaching experience.

Performance Objective 4: Travis Elementary will provide a safe and supportive learning environment.

Evaluation Data Sources: Referrals to Counselor and Discipline reports as well as 100% of staff being training in PD.

Summative Evaluation: None

Strategy 1: Awareness training for staff, students and parents will be provided in the area of sexual abuse and other maltreatment of children. All new staff will be trained during required new employee training on Darkness to Light, /Stewards of Child prevention program. Counselors will train all staff during on-campus professional development on prevention and reporting requirements. Required child abuse awareness posters for students will be displayed on all campuses.

Strategy's Expected Result/Impact: 100% of staff will be trained.

Staff Responsible for Monitoring: Administrators, Counselors.

Title I Schoolwide Elements: 2.4, 2.6

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Problem Statements:
Student Achievement 1

Funding Sources:
None

Formative
Oct
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May

Strategy 2: The ECISD comprehensive Guidance and Counseling curriculum will continue to be implemented in PK-12 to implement lessons that will include dating violence, child abuse, bullying, conflict resolution, substance abuse, self efficacy, decision making, behavior and other social-emotional topics.

Strategy's Expected Result/Impact: 100% of students will receive comprehensive Guidance and Counseling curriculum.

Staff Responsible for Monitoring: Counselor

Title I Schoolwide Elements: 2.4, 2.6, 3.2

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Problem Statements:
Student Achievement 1

Funding Sources:
None

Formative
Oct
Jan
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Summative
May

Strategy 3: Teacher discipline management programs will be evaluated for alignment to CHAMPS, PBIS, and Conscious Discipline practices (SEL body of work).

Strategy's Expected Result/Impact: Teachers will implement the campus Tiered PBIS approach to discipline and SEL work.

Staff Responsible for Monitoring: Administrators, classroom teachers

Title I Schoolwide Elements: 2.4, 2.6

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Problem Statements:
Student Achievement 1

Funding Sources:
Hearne and Hearne Legacy Equity Title One School-wide $3,500

Formative
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Summative
May

Strategy 4: Campus-level systems and structures will be developed to monitor/improve disaggregated discipline data regularly to inequities.

Strategy's Expected Result/Impact: Discipline data will reflect equity.

Staff Responsible for Monitoring: Administrators and discipline clerk.

Title I Schoolwide Elements: 2.4, 2.6

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Problem Statements:
Curriculum, Instruction, and Assessment 1

Funding Sources:
None

Formative
Oct
Jan
Mar
Summative
May

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Student Achievement

Problem Statement 1: Travis STAAR 2019 Reading 57% approaches and Math 61% approaches. Rating of F. **Root Cause:** Lack of Quality Tier 1 Instruction due to 46% of staff have three or less years of teaching experience.

Curriculum, Instruction, and Assessment

Problem Statement 1: Travis STAAR 2019 Reading 57% Approaches, 23% Meets, and Math 61% Approaches, 31% Meets. Rating of F. **Root Cause:** Lack of consistency in lesson planning protocol across grade levels.

Goal 2: Invest in Talent: Travis will recruit, develop and retain highly-effective individuals who are invested in looking at tomorrow to inform their practices today.

Performance Objective 1: The campus teacher retention rate will increase from 46% in 2020 to 60% in 2021.

Evaluation Data Sources: Campus retention data.

Summative Evaluation: None

Strategy 1: Goal to have 100% of teachers certified (from permit to certified) in their area of teaching by May 2021.

Strategy's Expected Result/Impact: Teacher retention rate at the campus level will increase to 50% in 2021.

Staff Responsible for Monitoring: Administrators and content leads.

Title I Schoolwide Elements: 2.6

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers

Problem Statements:
Student Achievement 1

Funding Sources:
None

Formative	Summative
Oct	
Jan	
Mar	May

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Student Achievement

Problem Statement 1: Travis STAAR 2019 Reading 57% approaches and Math 61% approaches. Rating of F. **Root Cause:** Lack of Quality Tier 1 Instruction due to 46% of staff have three or less years of teaching experience.

Performance Objective 2: In 2020-21, Travis Elem will offer a job-embedded, personalized professional learning system for teachers.

Evaluation Data Sources: Walkthroughs and Data will show an implementation of job-embedded PD.

Summative Evaluation: None

Strategy 1: Each of Travis' campus administrator will conduct a minimum of 5 documented walkthroughs and/or observation/feedback meetings per week.

Strategy's Expected Result/Impact: Walkthroughs will show implementation of job-embedded PD.

Staff Responsible for Monitoring: Campus Administrators

Title I Schoolwide Elements: 2.4, 2.6

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements:
Curriculum, Instruction, and Assessment 1

Funding Sources:
None

Formative	Summative
Oct	May
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No Progress Accomplished Continue/Modify Discontinue

Curriculum, Instruction, and Assessment

Problem Statement 1: Travis STAAR 2019 Reading 57% Approaches, 23% Meets, and Math 61% Approaches, 31% Meets. Rating of F. **Root Cause:** Lack of consistency in lesson planning protocol across grade levels.

Goal 3: Travis will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. Travis will equip students to be adaptable in an ever-changing society.

Performance Objective 1: Students achieving the Meets Standard on state assessments will increase from 25% to 30% across all tested grade levels and content areas by May 2021.

Targeted or ESF High Priority

Evaluation Data Sources: State Accountability 2019, 2021
SCAs, Interim STAAR

Summative Evaluation: None

Strategy 1: Instructional specialists will work with teachers in planning and instruction

Strategy's Expected Result/Impact: The IS will work with teachers and improve outcome as evidenced by observations and student scores/growth.

Staff Responsible for Monitoring: Campus Administrators, IS, Lead teachers

Title I Schoolwide Elements: 2.4, 2.6

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements:
Curriculum, Instruction, and Assessment 1

Funding Sources:
IS staffing at Campus Title One School-wide $55,000
IS Staffing Title One School-wide $6,000
IS staffing Local $2,800

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Strategy 2: Master Schedule allowing 45 minutes daily for intervention campus-wide

Strategy's Expected Result/Impact: Teachers will have effective 45 minutes daily intervention. (4 to 5 times weekly)

Staff Responsible for Monitoring: Camps administrators, Content Leads

Title I Schoolwide Elements: 2.4, 2.6

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements:
Student Achievement 1

Funding Sources:
None

Formative
Oct
Jan
Mar
Summative
May

No Progress	Accomplished	Continue/Modify	Discontinue

Student Achievement

Problem Statement 1: Travis STAAR 2019 Reading 57% approaches and Math 61% approaches. Rating of F. **Root Cause:** Lack of Quality Tier 1 Instruction due to 46% of staff have three or less years of teaching experience.

Curriculum, Instruction, and Assessment

Problem Statement 1: Travis STAAR 2019 Reading 57% Approaches, 23% Meets, and Math 61% Approaches, 31% Meets. Rating of F. **Root Cause:** Lack of consistency in lesson planning protocol across grade levels.

Performance Objective 2: Students achieving the Meets Standard on state assessments in Math will increase by 10% in each tested grade level by May 2021.
3rd Grade Math from 36% to 46%
4th Grade Math from 36% to 46%
5th Grade Math from 38% to 48%

Targeted or ESF High Priority

Evaluation Data Sources: 2021 State Accountability

Summative Evaluation: None

Strategy 1: Students will take BOY Imagine Math and will work 45 minutes weekly in the Imagine Math individualized lessons.

Strategy's Expected Result/Impact: Students will show increased math scores on Imagine and SCAs.

Staff Responsible for Monitoring: Admin, IS and classroom teachers

Title I Schoolwide Elements: 2.4, 2.6

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements:
Student Achievement 1

Funding Sources:
None

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Strategy 2: Math Lab teacher sees students 1 time weekly prioritizing gap and readiness Math TEKS

Strategy's Expected Result/Impact: Students will show increased scores on SCAs and DBAs in Math

Staff Responsible for Monitoring: Math Lab teacher and Admin

Title I Schoolwide Elements: 2.5, 2.6

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction

Problem Statements:
Student Achievement 1

Funding Sources:
None

Formative
Oct
Jan
Mar
Summative
May

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Student Achievement

Problem Statement 1: Travis STAAR 2019 Reading 57% approaches and Math 61% approaches. Rating of F. **Root Cause:** Lack of Quality Tier 1 Instruction due to 46% of staff have three or less years of teaching experience.

Performance Objective 3: Students achieving the Meets Standard on the state assessments in Reading and Writing will increase by 10% by May 2021.
3rd Grade Reading from 32% to 42%
4th Grade Reading from 33% to 43%
5th Grade Reading from 38% to 48%
4th Grade Writing from 29% to 39%.

Targeted or ESF High Priority

Evaluation Data Sources: State Accountability 2019, 2021
SCAs and Interim STAAR

Summative Evaluation: None

Strategy 1: Teachers will use SCAs for backward design for Reading and Writing and in planning will pull Knows and Shows for successful planning.

Strategy's Expected Result/Impact: Students will show growth and track their own data for move up.

Staff Responsible for Monitoring: Campus Admin and content leads

Title I Schoolwide Elements: 2.4, 2.6

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements:
Student Achievement 1

Funding Sources:
print and folders Local $500

Formative	Summative
Oct	May
Jan	
Mar	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Student Achievement

Problem Statement 1: Travis STAAR 2019 Reading 57% approaches and Math 61% approaches. Rating of F. **Root Cause:** Lack of Quality Tier 1 Instruction due to 46% of staff have three or less years of teaching experience.

Performance Objective 4: The percentage of students meeting or exceeding the growth target, Domain 2A will increase from a score of 60 to 70 as measured by the 2021 STAAR assessment.

Targeted or ESF High Priority

Evaluation Data Sources: State Accountability 2019, 2021

Summative Evaluation: None

Strategy 1: Students will have individual growth tracking folders with set goals for growth.

Strategy's Expected Result/Impact: Campus will move the Domain 2A score from 60 to 70 on 2021 STAAR.

Staff Responsible for Monitoring: Campus Administrators, Classroom teachers.

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction

Problem Statements:
Student Achievement 1

Funding Sources:
Folders for each student and data tracking sheets Local $250

Formative	Summative
Oct	May
Jan	
Mar	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Student Achievement

Problem Statement 1: Travis STAAR 2019 Reading 57% approaches and Math 61% approaches. Rating of F. **Root Cause:** Lack of Quality Tier 1 Instruction due to 46% of staff have three or less years of teaching experience.

Performance Objective 5: Implement innovative instructional models which enable personalized learning for all students.

Targeted or ESF High Priority

Evaluation Data Sources: SCAs (short cycle assessments), MAP, and STAAR 2019. 2021

Summative Evaluation: None

Strategy 1: Implement assessment models that ensure teachers and students are able to monitor their learning and growth. Assessment models will include the following: MAP Growth Assessments, Formative Assessments, and Aggressive Monitoring

Strategy's Expected Result/Impact: Students will show growth on evaluation sources. SCAs, MAP, and STAAR

Staff Responsible for Monitoring: Campus Administrators, classroom teachers

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction

Problem Statements:
Student Achievement 1

Funding Sources:
None

Formative
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Strategy 2: Principal will implement Professional Learning Communities (PLCs) where teams implement the Data-Driven Instructional process, develop TEKS knowledge (Know/Show charts), implement the coaching model of Observation/Feedback, and plan for student mastery of learning objectives through a personalized learning path

Strategy's Expected Result/Impact: Students will show growth on evaluation sources. SCAs, MAP, and STAAR

Staff Responsible for Monitoring: Campus Administrators, IS, content leads

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements:
Curriculum, Instruction, and Assessment 1

Funding Sources:
data folders and materials Local $500

Formative
Oct
Jan
Mar
Summative
May

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Student Achievement

Problem Statement 1: Travis STAAR 2019 Reading 57% approaches and Math 61% approaches. Rating of F. **Root Cause:** Lack of Quality Tier 1 Instruction due to 46% of staff have three or less years of teaching experience.

Curriculum, Instruction, and Assessment

Problem Statement 1: Travis STAAR 2019 Reading 57% Approaches, 23% Meets, and Math 61% Approaches, 31% Meets. Rating of F. **Root Cause:** Lack of consistency in lesson planning protocol across grade levels.

Campus Funding Summary

Local					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Incentive student rewards		$500.00
3	1	1	IS staffing		$2,800.00
3	3	1	print and folders		$500.00
3	4	1	Folders for each student and data tracking sheets		$250.00
3	5	2	data folders and materials		$500.00
				Sub-Total	$4,550.00

State Comp Ed					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	1	Campus Purchased 51 student laptops with unused tutoring money April 2020		$10,500.00
				Sub-Total	$10,500.00

Title One School- Improvement					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	3	1	Leader in Me Campus Wide - 7 Habits of Happy Kids		$13,000.00
				Sub-Total	$13,000.00

Title One School-wide					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	4	3	Hearne and Hearne Legacy Equity		$3,500.00
3	1	1	IS staffing at Campus		$55,000.00
3	1	1	IS Staffing		$6,000.00
				Sub-Total	$64,500.00
				Grand Total	$92,550.00

Addendums

Ector County Independent School District

G.E."Buddy" West Elementary

Improvement Plan

2020-2021

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- Goal 3 : Learning Journey: ECISD will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society. 24

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Comprehensive Needs Assessment

Demographics

Demographics Summary

PEIMS DATA REVIEW - FALL PEIMS COLLECTION
WEST ELEMENTARY

	2016-2017	2017-2018	2018-2019	2019-2020	DIFFERENCE
STUDENT DATA					
Total Enrollment	610	657	701	700	-1
Total Membership	606	654	696	699	3
Early Education	3	2	4	0	-4
Pre-Kindergarten	0	0	0	0	0
Kindergarten	86	98	110	115	5
Grade 1	112	98	110	113	3
Grade 2	97	124	110	111	1
Grade 3	100	102	129	119	-10
Grade 4	117	113	103	131	28
Grade 5	95	120	135	111	-24
Ethnic Distribution					
White	119	120	109	98	-11
Hispanic / Latino	482	529	582	592	10
Black or African American	3	1	4	5	1
Asian	0	0	1	1	0
American Indian or Alaska Native	0	0	1	1	0
Native Hawaiian/ Pacific Islander	0	0	1	2	1
Two or More	6	7	3	1	-2
Special Populations					
At Risk	377	351	482	494	12
Economic Disadvantaged	443	423	485	449	-36
Lep	203	219	252	267	15
Special Education	54	70	69	76	7
Career & Technology Ed	0	0	0	0	0
Bilingual Education	195	208	246	239	-7
ESL Education	6	9	9	8	-1
Alternative Language				21	
Gifted & Talented Education	34	42	39	41	2
Title I	609	657	701	700	-1
Immigrant	12	7	11	7	-4
Migrant	0	2	1	1	0
Military Connected	4	1	1	12	11

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Military Connected	4	1	1	12	11
Foster Care	1	1	1	2	1
Homeless	21	28	50	52	2
Dyslexia	12	22	17	16	-1

Demographics Strengths

- Student total enrollment at Buddy West was 703 in 2019 and 713 in 2020. Enrollement was consistent.
- Economic disadvantaged percentage decreased.
- Student-teacher ratio met requirements in 2019. Each teacher was serving between 17-22.

Problem Statements Identifying Demographics Needs

Problem Statement 1: At Risk population percentage is higher compared to previous years. **Root Cause:** Lack of proper tier 1 and 2 instruction as well as effective student progress monitoring by administrators and teachers.

Student Achievement

Student Achievement Summary

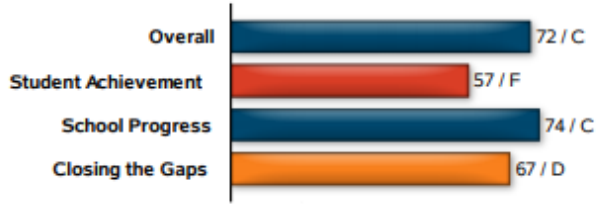
Texas Education Agency
2018-19 School Report Card
G E 'BUDDY' WEST EL (068901132)

Accountability Rating

C

G E 'BUDDY' WEST EL earned a C (70-79) for acceptable performance by serving many students well but needs to provide additional academic support to many more students.

State accountability ratings are based on three domains: Student Achievement, School Progress, and Closing the Gaps. The graph below provides summary results for G E 'BUDDY' WEST EL. Scores are scaled from 0 to 100 to align with letter grades.



School Information

District Name: ECTOR COUNTY ISD
Campus Type: Elementary
Total Students: 696
Grade Span: KG - 05

For more information about this campus, see https://TXSchools.gov or the Texas Academic Performance Report at https://rptsvr1.tea.texas.gov/perfreport/tapr/2019/index.html.

Distinction Designations

Campuses that earn a rating of A-D are eligible for as many as seven distinction designations, or awards for outstanding performance.

- ✗ ELA/Reading
- ✗ Mathematics
- ✗ Science
- ✗ Comparative Academic Growth
- ✗ Comparative Closing the Gaps
- ✗ Postsecondary Readiness

Texas Education Agency
2018-19 School Report Card
G E 'BUDDY' WEST EL (068901132)

STAAR Outcomes

This section provides STAAR performance and Academic Growth outcomes. Academic Growth measures whether students are maintaining performance or improving from year to year.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv

STAAR Performance Rates at Approaches Grade Level or Above (All Grades Tested)

All Subjects	2019	78%	63%	**58%**	50%	56%	65%	-	-	-	50%	58%
	2018	77%	63%	**59%**	*	59%	60%	-	-	-	56%	58%
ELA/Reading	2019	75%	61%	**58%**	*	57%	64%	-	-	-	*	57%
	2018	74%	60%	**56%**	*	58%	53%	-	-	-	*	53%
Mathematics	2019	82%	67%	**66%**	*	66%	67%	-	-	-	*	68%
	2018	81%	67%	**67%**	*	66%	69%	-	-	-	*	69%
Writing	2019	68%	52%	**38%**	*	39%	36%	-	-	-	-	32%
	2018	66%	52%	**39%**	-	38%	44%	-	-	-	*	40%
Science	2019	81%	69%	**48%**	-	42%	73%	-	-	-	*	49%
	2018	80%	71%	**63%**	-	60%	76%	-	-	-	*	57%

STAAR Performance Rates at Meets Grade Level or Above (All Grades Tested)

All Subjects	2019	50%	32%	**28%**	25%	26%	38%	-	-	-	0%	23%
	2018	48%	31%	**26%**	*	26%	23%	-	-	-	33%	23%
ELA/Reading	2019	48%	32%	**29%**	*	27%	35%	-	-	-	*	24%
	2018	46%	31%	**21%**	*	21%	25%	-	-	-	*	17%
Mathematics	2019	52%	32%	**30%**	*	28%	42%	-	-	-	*	27%
	2018	50%	30%	**32%**	*	34%	22%	-	-	-	*	32%
Writing	2019	38%	23%	**19%**	*	20%	18%	-	-	-	-	13%
	2018	41%	27%	**18%**	-	21%	12%	-	-	-	*	18%
Science	2019	54%	36%	**25%**	-	19%	46%	-	-	-	*	22%
	2018	51%	36%	**27%**	-	24%	33%	-	-	-	*	19%

STAAR Performance Rates at Masters Grade Level (All Grades Tested)

All Subjects	2019	24%	12%	**10%**	0%	9%	18%	-	-	-	0%	10%
	2018	22%	11%	**8%**	*	8%	8%	-	-	-	0%	7%
ELA/Reading	2019	21%	11%	**11%**	*	10%	15%	-	-	-	*	10%
	2018	19%	10%	**6%**	*	6%	8%	-	-	-	*	5%
Mathematics	2019	26%	13%	**14%**	*	12%	22%	-	-	-	*	13%
	2018	24%	11%	**12%**	*	13%	9%	-	-	-	*	12%
Writing	2019	14%	6%	**1%**	*	1%	0%	-	-	-	-	0%
	2018	13%	6%	**1%**	-	1%	0%	-	-	-	*	0%
Science	2019	25%	12%	**9%**	-	4%	23%	-	-	-	*	10%
	2018	23%	11%	**7%**	-	6%	14%	-	-	-	*	5%

Academic Growth Score (All Grades Tested)

Both Subjects	2019	69	61	**71**	*	69	81	-	-	-	*	72
	2018	69	63	**66**	-	68	65	-	-	-	17	68
ELA/Reading	2019	68	63	**71**	*	69	75	-	-	-	*	72
	2018	69	64	**65**	-	68	60	-	-	-	*	68
Mathematics	2019	70	60	**72**	*	68	88	-	-	-	*	73
	2018	70	63	**67**	-	67	70	-	-	-	*	68

? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.
- Indicates zero observations reported for this group.
*** Indicates results are masked due to small numbers to protect student confidentiality.**
n/a Indicates data reporting is not applicable for this group.

Student Achievement Strengths

Academic Growth at Buddy West has increased by at least 5 points, compared to the previous year.

Academic Growth Score (All Grades Tested)				
Both Subjects	2019	69	61	**71**
	2018	69	63	**66**
ELA/Reading	2019	68	63	**71**
	2018	69	64	**65**
Mathematics	2019	70	60	**72**
	2018	70	63	**67**

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Student Performance (Domain I) percentage has decreased by 3% compared to the previous school year. **Root Cause:** Lack of higher order thinking instruction in tier 1 and student performance monitoring by administrators and teachers.

School Culture and Climate

School Culture and Climate Summary

Buddy West has 713 enrolled students (this number has increased since the school opened.

There are 35 classroom teachers, and 4 special areas teachers (PE, Music, Library).

We have 4 special education teachers (2 specialized unit teachers).

We have a total of 5 classroom aides and 3 flex aides.

We house 1 dyslexia teacher and 1 counselor.

Buddy West has a PTA and VIP program. We also host several parent/community activities during the year. These include science/reading/math night, Fall Festival, music programs, PTA meetings, Title 1 parent meetings, Valentine's dance, PS I Love you, Meet the Teacher, Open House and at least two parent conferences in October and February.

School Culture and Climate Strengths

Parent volunteer hours have increased from 1345 hours to 2479 hours.

Teacher turn around has decreased since 2017

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Proper teacher/parent communication **Root Cause:** Lack of consistency in parent communication across the school

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

WEST ELEMENTARY

	2016-2017	2017-2018	2018-2019	2019-2020	DIFFERENCE
STAFF DATA					
STAFF COUNTS, NOT FTE					
Employment Counts	60	81	79	86	7
Full-time Staff	60	81	79	86	7
Role ID Counts					
Instructional	48	45	45	47	2
Teachers	45	41	42	42	0
Aides	3	4	3	5	2
Professional Support	10	9	10	9	-1
Classroom Staff	5	7	4	4	0
Non-Classroom Staff	5	2	6	5	-1
Administrative	2	2	2	2	0
Principal/Assistant Principal	2	2	2	2	0
Other Administrative	0	0	0	0	0

STAFF FTE SUMMARY					
Total Staff	51.8	46.7	50.0	52.8	2.8
Teachers	40.9	37.8	37.9	40.1	2.2
Professional Support	5.8	2.9	7.2	6.0	-1.2
Campus Administration	2.0	2.0	2.0	2.0	0.0
Educational Aides	3.0	4.0	3.0	4.8	1.8
Auxiliary Staff	N/A	N/A	N/A	N/A	N/A
Personnel by Ethnicity & Sex	51.8	47.7	50.0	52.8	2.8
White	22.0	14.2	14.9	20.9	6.0
Hispanic	29.8	31.3	33.1	30.0	-3.1
Black	0.0	2.0	2.0	2.0	0.0
Other	0.0	0.2	0.1	0.0	-0.1
White Male	0.1	0.0	2.5	2.0	-0.5
White Female	21.9	14.2	12.4	18.9	6.5
Hispanic Male	3.1	5.1	9.1	8.0	-1.1
Hispanic Female	26.7	26.2	24.0	22.0	-2.0
Black Male	0.0	1.0	1.0	1.0	0.0
Black Female	0.0	1.0	1.0	1.0	0.0
Other Male	0.0	0.0	0.0	0.0	0.0
Other Female	0.0	0.2	0.1	0.0	-0.1

Teachers by Highest Degree Held					
No Degree	4.0	3.0	1.0	1.0	0.0
Bachelors	30.0	30.5	33.4	36.0	2.6
Masters	7.0	4.3	3.5	3.1	-0.4
Doctorate	0.0	0.0	0.0	0.0	0.0

Teachers by Years of Experience					
Beginning Teachers	10.2	14.9	8.9	7.0	-1.9
1-5 Years Experience	20.5	16.1	17.0	17.0	0.0
6-10 Years Experience	5.0	5.0	9.0	8.0	-1.0
11-20 Years Experience	3.2	1.2	1.5	8.0	6.5
Over 20 Years Experience	2.0	0.5	1.5	0.0	-1.5
Teachers by Population Served					
Regular Education	25.9	23.9	23.6	25.0	1.4
Career & Technology Education	0.0	0.0	0.0	0.0	0.0
Bilingual/ESL Education	10.0	10.0	11.9	11.0	-0.9
Compensatory Education	1.0	1.0	0.2	0.0	-0.2
Gifted & Talented Education	0.5	0.5	1.0	1.0	0.0
Special Education	3.6	2.4	1.1	3.1	2.0
Other	0.0	0.0	0.0	0.0	0.0

Staff Quality, Recruitment, and Retention Strengths

Percentage of teachers with 1-5 years of experience has decreased from 10% to 7%.

Teacher retention rate has increased

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Applicant pool in ECISD is not high **Root Cause:** Cost of living is very high

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Our campus mission is to provide every child with enhanced, engaging and innovated instruction with 21st century skills. Each of these help promote career and college readiness. We will monitor our students progress and needs by providing RTI, intervention time and tutoring before and after school. We meet and provide feedback to each student based on district and campus assessments. We are using technology to support our students' needs; some of which are Imagine Math, Imagine Reading, Brainchild and Think Through Math. Each student will have a goal planning portfolio and teacher-student conferences after every assessment.

Guided reading and math will be a part of the daily instructional routine; as well as Number Talks and all district required resources.

Clear expectations will be set for both virtual and face to face instruction and learning.

Curriculum, Instruction, and Assessment Strengths

Data driven instruction has increased through the years. Several teachers have participated in the the Number Talks training.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: There is not a set timeline/time frame follow up when it comes to teachers training, instruction and coaching. **Root Cause:** Lack of consistency in the use of instructional programs and TTESS expectations.

Parent and Community Engagement

Parent and Community Engagement Summary

Buddy West provides many opportunities for our families and the community to become partners in our students" education. We are providing a safe and supportive learning environment for both parents and students. We have ongoing engaging community sponsorships and events such as: Academic Nights, Book Fair, Parenting Partners, Family Nights, Music Programs, AVID Night, Parent Teacher Conferences, Field Day, Beach Club, Food 2 Kids, Bookworms and Brain Boosters, Volunteers in Public Schools, Parent-Teacher conferences and Distinguished Duck of the month; as well as Awards assemblies twice a year.

Parent and Community Engagement Strengths

We have partnered with a local church to come to school once a week to offer various activities for the students.

A local insurance company has donated several treats and prizes for those students who have reached their monthly reading goals.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Parents have stated they feel we lack-two way parent communication. **Root Cause:** Lack of consistency and clear expectations when using a platform for parent communication

School Context and Organization

School Context and Organization Summary

Buddy West will continue to focus on all demographics and special areas. Our targets will include our bilingual/ESL , Economically disadvantage, 504, Special Education, Behavioral Intervention Plans and Dyslexia. We will use the following programs to help enhance our special populations; AVID, CHAMPS, online district programs, guided math and reading, number talks, tutoring, intervention and RTI time. PLC's will focus on data driven instruction and activities.

School Context and Organization Strengths

Teachers are more familiar with district programs and the majority has been trained. Having an instructional support has improved teacher instruction skills and understanding of curriculum.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: High quality of TIER 1 instruction is not used during the instructional day **Root Cause:** Lack of quality lesson planning and content knowledge.

Technology

Technology Summary

Buddy West currently has 1:1 technology for all students. All devices have programs installed necessary for virtual and face to face instruction.

Technology Strengths

1:1 technology for all staff and students.

Priority Problem Statements

Goals

Goal 1: Foundational Excellence: ECISD will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 1: Buddy West will increase the attendance percentage from 94% to 96% in the 20-21 school year.

Strategy 1: We will encourage student attendance by reviewing attendance every Friday and celebrating the grade level with the best attendance performance. The class in every grade level with the best attendance will receive a golden duck.

Strategy's Expected Result/Impact: Attendance rate improvement by the end of the year.

Staff Responsible for Monitoring: Office staff, teachers, counselor

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

Funding Sources: None

ESF Levers: Lever 3: Positive School Culture

Formative
Oct
Jan
Mar
Summative
May

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 2: District approved positive behavior management programs will be used in 100% of classrooms

Evaluation Data Sources: Walkthroughs
Observation during transitions
Office referrals data

Summative Evaluation: None

Strategy 1: Schoolwide CHAMP training
Monitor student discipline reports

Strategy's Expected Result/Impact: Lower discipline referrals

Staff Responsible for Monitoring: All school staff

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: Improve low-performing schools

Funding Sources: None

ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture

Formative
Oct
Jan
Mar
Summative
May

Strategy 2: Staff will receive awareness trainings in areas such as sexual harrassment, Darkness to Light, Crisis Response and

Strategy's Expected Result/Impact: None

Staff Responsible for Monitoring: None

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

Formative
Oct
Jan
Mar
Summative
May

Strategy 3: The school counselor will implement school wide lessons that will include bullying, substance abuse, decision making, behavior and other emotional topics. The SAS counselor will provide trauma-informed serves to address the needs of all students, including at-risk students.

Strategy's Expected Result/Impact: Students will have the skills to cope with emotional trauma.

Staff Responsible for Monitoring: SAS and school counselor

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: Improve low-performing schools

Funding Sources: None

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative	Summative
Oct	
Jan	
Mar	May

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3: Buddy West will create a budget plan that benefits both virtual and face to face instruction to insure all stakeholders have the proper resources

Evaluation Data Sources: Teachers and student performance data
Parent, teacher survey

Summative Evaluation: None

Strategy 1: Leadership team will research the most effective resources, materials and programs for both virtual and face to face instruction

Strategy's Expected Result/Impact: Well equipped campus and prepared instructional staff

Staff Responsible for Monitoring: Leadership staff

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

Funding Sources:
None

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Formative	Summative
Oct	May
Jan	
Mar	

No Progress

Accomplished

Continue/Modify

Discontinue

Performance Objective 4: Buddy West staff will become proficient in the area of effective instruction delivery in various learning environments and platforms.

Evaluation Data Sources: Virtual and Face to Face walkthroughs
Coaching outcomes
Effective, two way, feedback
TTESS

Summative Evaluation: None

Strategy 1: Staff training and PD on new district approved online programs, best teaching practices, and Relay program

Strategy's Expected Result/Impact: Student performance improvement

Staff Responsible for Monitoring: All staff

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

Funding Sources: None

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Formative	Summative
Oct	May
Jan	
Mar	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 5: Buddy West will embed technology for anytime, anywhere teaching and learning.

Evaluation Data Sources: District online resources data (Imagine Math and Reading and MAP assessments)

Summative Evaluation: None

Strategy 1: Use technology resources that will enable students, teachers and leaders to implement and monitor personalized learning for all.

Strategy's Expected Result/Impact: Student performance growth based on MAP and STAAR results

Staff Responsible for Monitoring: Administrators, teachers and instructional support.

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

Funding Sources: None

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Formative	Summative
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Jan	
Mar	May

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 2: Invest in Talent: ECISD will recruit, develop and retain highly-effective individuals who are invested in looking at tomorrow to inform their practices today.

Performance Objective 1: The campus will ensure teachers focus on self-reflecting and revising instruction to obtain better results and developing
intervention plans for all students that targets learning gaps and achieves maximum student success.

Evaluation Data Sources: Relay
Coaching and timely feedback
Teacher self reflection
Student performance

Summative Evaluation: None

Strategy 1: Implementation of Relay program to grow teachers in all areas

Strategy's Expected Result/Impact: Effective, well rounded, confident teachers that are able to multitask in all instructional scenarios.

Staff Responsible for Monitoring: Leadership team

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

Funding Sources:
None

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Formative	Summative
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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 2: Buddy West teacher retention will increase by 10% in the year 2020-2021

Evaluation Data Sources: Teacher retention data

Summative Evaluation: None

Strategy 1: Each teacher will be supported, monitored and coached through the year, using Relay strategies and activities. This will take place in an individual basis and according to teacher needs.

Strategy's Expected Result/Impact: Improvement in teacher retention.

Staff Responsible for Monitoring: Administrators

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

Funding Sources: None

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Formative	Summative
Oct	May
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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 3: In 2020-2021, Buddy West will offer a job-embedded, personalized learning system for teachers.

Evaluation Data Sources: Teacher retention rate
Higher instruction performance
Student performance growth

Summative Evaluation: None

Strategy 1: Each administrator will conduct a minimum of 5 documented walkthroughs and/or observation/feedback meetings per week.

Strategy's Expected Result/Impact: None

Staff Responsible for Monitoring: None

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: None

Formative
Oct
Jan
Mar
Summative
May

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 3: Learning Journey: ECISD will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.

Performance Objective 1: The percentage of 3rd through 5th grade students who meet standard in reading and mathematics on the standard state
assessment will increase from the overall average 58% to the overall average of 70%, in Approaches, from 28% to 38% in Meets and from 10% to a 20% by
the end of the 20-21 school year.

Strategy 1: 100% of reading teachers will implement GR with fidelity

Strategy's Expected Result/Impact: None

Staff Responsible for Monitoring: None

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

Formative
Oct
Jan
Mar
Summative
May

Strategy 2: Systemic process for collaboration and continuous improvement of student performance

Strategy's Expected Result/Impact: None

Staff Responsible for Monitoring: None

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

Formative
Oct
Jan
Mar
Summative
May

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2: 75% of students in grades K-2 will be reading on grade level at the end of the 20-21 school year.

Evaluation Data Sources: Guided reading observation
Grade level planning and PLC data meetings
Teacher instruction
Walkthroughs and formal observation
MAP and Imagine reading reports

Summative Evaluation: None

Strategy 1: Teacher coaching and timely feedback/follow up
PD and training on best practices
Intervention time across campus

Strategy's Expected Result/Impact: Increase in reading performance and student sucess

Staff Responsible for Monitoring: Leadership team

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Formative	Summative
Oct	May
Jan	
Mar	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 3: All ELL students will perform at or above 42% in TELPAS

Strategy 1: High quality ESL instruction
Consistent use of computer program

Strategy's Expected Result/Impact: Students will gain confidence and will monitor own language proficiency through the use of the online program.
Teachers will gather data and monitor student growth

Staff Responsible for Monitoring: Teachers

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: Improve low-performing schools

Funding Sources:
None

ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Formative	Summative
Oct	
Jan	
Mar	May

No Progress | Accomplished | Continue/Modify | Discontinue

Campus Funding Summary

Addendums

Ector County Independent School District

Zavala Elementary

Improvement Plan

2020-2021

Mission Statement

Zavala Elementary Magnet School provides technology-rich, stimulating environments, which actively engages students in solving engineering problems using project based learning. Through investigation, understanding, and application of ideas from all curriculum areas children will become life-long learners.

Vision

Courageous Leaders Saving Lives

We believe that education empowers the individual and benefits our entire community.

We have a vision of high quality lifelong learning, accessible to all.

We will put the learner at the heart of everything we do, raise expectations and work together with mutual trust and respect.

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Goal 1 : Foundational Excellence: Zavala will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices. 30

Goal 2 : Invest in Talent: Zavala will recruit, develop and retain highly-effective individuals who are invested in looking at tomorrow to inform their practices today. 36

Goal 3 : Zavala will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. Zavala will equip students to be adaptable in an ever-changing society. 38

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Campus Type: Choice School

Campus Size: 499

PreK-2nd

Economically Disadvantaged: 74.35%

African American: 4.41%

Hispanic: 89.18%

White: 4.81%

American Indian/Alaskan: 0.20%

More than 2 races: .80%

Pacific Islander: .40%

LEP: 37.27%

Texas Education Agency
PDM1-120-009
v20.1.2

LEA: 068901 - ECTOR COUNTY ISD
Campus: 068901123 - EL MAGNET AT ZAVALA

TSDS PEIMS DISAGGREGATION OF PEIMS STUDENT DATA
Campus-level Data
Campuses: All Campuses
2019 - 2020 Fall Collection, Accepted Submission

Tuesday 07/21/2020 2:20 PM
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TOTAL ENROLLMENT	499

ENROLLMENT BY GRADE	Count	%Enroll
EARLY EDUCATION	0	0.00%
PRE-KINDERGARTEN	91	18.24%
KINDERGARTEN	146	29.26%
GRADE 1	117	23.45%
GRADE 2	145	29.06%
GRADE 3	0	0.00%
GRADE 4	0	0.00%
GRADE 5	0	0.00%
GRADE 6	0	0.00%
GRADE 7	0	0.00%
GRADE 8	0	0.00%
GRADE 9	0	0.00%
GRADE 10	0	0.00%
GRADE 11	0	0.00%
GRADE 12	0	0.00%
TOTAL	499	100.00%

ENROLLMENT BY SEX	Count	%Enroll
MALE	263	52.71%
FEMALE	236	47.29%
TOTAL	499	100.00%

ADA ELIGIBILITY	Count	%Enroll
"0" ENROLLED, NOT IN MEMBERSHIP	0	0.00%
"1" ELIGIBLE FOR FULL DAY	406	81.36%
"2" ELIGIBLE FOR HALF DAY	85	17.03%
"3" TRANSFER FOR FULL DAY	2	0.40%
"4" INELIGIBLE FOR FULL DAY	0	0.00%
"5" INELIGIBLE FOR HALF DAY	6	1.20%
"6" TRANSFER FOR HALF DAY	0	0.00%
"7" ELIGIBLE FLEX ATND	0	0.00%
"8" INELIGIBLE FLEX ATND	0	0.00%
TOTAL	499	100.00%

	Count	%Enroll
LEP	186	37.27%
IMMIGRANT	5	1.00%
ECONOMIC DISADVANTAGE	371	74.35%
MILITARY CONNECTED	3	0.60%
FOSTER CARE	4	0.80%
DYSLEXIA	0	0.00%
PK ELIGIBLE PREVIOUS YEAR	0	0.00%

ENROLLMENT BY ETHNICITY	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	1	0.20%	0.20%
ASIAN	1	0.20%	0.20%
BLACK/AFRICAN AMER.	22	4.41%	4.41%
HISPANIC/LATINO	445	89.18%	89.18%
WHITE	24	4.81%	4.81%
HAWAIIAN/PAC ISLAND	2	0.40%	0.40%
TWO OR MORE	4	0.80%	0.80%
TOTAL	499	100.00%	100.00%

MIGRANTS	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	0	0.00%	0.00%
BLACK/AFRICAN AMER.	0	0.00%	0.00%
HISPANIC/LATINO	0	0.00%	0.00%
WHITE	0	0.00%	0.00%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	0	0.00%	0.00%
TOTAL	0	0.00%	0.00%

OTHER ECON DISADV	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	0	0.00%	0.00%
BLACK/AFRICAN AMER.	5	9.43%	1.00%
HISPANIC/LATINO	46	86.79%	9.22%
WHITE	2	3.77%	0.40%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	0	0.00%	0.00%
TOTAL	53	100.00%	10.62%

ELIGIBLE FOR FREE/REDUC MEALS	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	0	0.00%	0.00%
BLACK/AFRICAN AMER.	16	5.03%	3.21%
HISPANIC/LATINO	285	89.62%	57.11%
WHITE	13	4.09%	2.61%
HAWAIIAN/PAC ISLAND	2	0.63%	0.40%
TWO OR MORE	2	0.63%	0.40%
TOTAL	318	100.00%	63.73%

BILINGUAL	Count	%Group	%Enro
AMER. INDIAN/ALASKAN	0	0.00%	0.00
ASIAN	0	0.00%	0.00
BLACK/AFRICAN AMER.	0	0.00%	0.00
HISPANIC/LATINO	182	100.00%	36.47
WHITE	0	0.00%	0.00
HAWAIIAN/PAC ISLAND	0	0.00%	0.00
TWO OR MORE	0	0.00%	0.00
TOTAL	182	100.00%	36.47

ESL	Count	%Group	%Enro
AMER. INDIAN/ALASKAN	0	0.00%	0.00
ASIAN	0	0.00%	0.00
BLACK/AFRICAN AMER.	0	0.00%	0.00
HISPANIC/LATINO	1	100.00%	0.20
WHITE	0	0.00%	0.00
HAWAIIAN/PAC ISLAND	0	0.00%	0.00
TWO OR MORE	0	0.00%	0.00
TOTAL	1	100.00%	0.20

Alternative Language Program	Count	%Group	%Enro
AMER. INDIAN/ALASKAN	0	0.00%	0.00
ASIAN	0	0.00%	0.00
BLACK/AFRICAN AMER.	0	0.00%	0.00
HISPANIC/LATINO	1	50.00%	0.20
WHITE	0	0.00%	0.00
HAWAIIAN/PAC ISLAND	1	50.00%	0.20
TWO OR MORE	0	0.00%	0.00
TOTAL	2	100.00%	0.40

GIFTED & TALENTED	Count	%Group	%Enro
AMER. INDIAN/ALASKAN	0	0.00%	0.00
ASIAN	0	0.00%	0.00
BLACK/AFRICAN AMER.	0	0.00%	0.00
HISPANIC/LATINO	2	66.67%	0.40
WHITE	1	33.33%	0.20
HAWAIIAN/PAC ISLAND	0	0.00%	0.00
TWO OR MORE	0	0.00%	0.00
TOTAL	3	100.00%	0.60

This report displays the data for the FALL 2019 - 2020 collection that was accepted by the ESC on 01/16/2020 02:22 PM.

LEA: 068901 - ECTOR COUNTY ISD
Campus: 068901123 - EL MAGNET AT ZAVALA

TITLE I, PART A	Count	%Group
"0" DOES NOT PARTICIPATE	0	0.00%
"6" ATTENDS SCHOOL WIDE	499	100.00%
"7" ATTENDS AND PARTICIPATES	0	0.00%
"8" PREVIOUSLY PARTICIPATED	0	0.00%
"9" HOMELESS RECEIVING SRV	0	0.00%
"A" NEGLECTED RECEIVING SVC	0	0.00%
TOTAL	499	100.00%

CAREER & TECHNICAL	Count	%Group	%E
AMER. INDIAN/ALASKAN	0	0.00%	0
ASIAN	0	0.00%	0
BLACK/AFRICAN AMER.	0	0.00%	0
HISPANIC/LATINO	0	0.00%	0
WHITE	0	0.00%	0
HAWAIIAN/PAC ISLAND	0	0.00%	0
TWO OR MORE	0	0.00%	0
TOTAL	0	0.00%	0

HOMELESS/UNACCOMPANIED YOUTH	Count	%Enroll
HOMELESS	42	8.42%
UNACCOMPANIED YOUTH CODE 3	42	8.42%
UNACCOMPANIED YOUTH CODE 4	0	0.00%
UNACCOMPANIED YOUTH TOTAL	42	8.42%

* Unaccompanied Youth Total Should Match Homeless Count

AT RISK	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	1	0.28%	0.20%
ASIAN	1	0.28%	0.20%
BLACK/AFRICAN AMER.	12	3.42%	2.40%
HISPANIC/LATINO	321	91.45%	64.33%
WHITE	12	3.42%	2.40%
HAWAIIAN/PAC ISLAND	2	0.57%	0.40%
TWO OR MORE	2	0.57%	0.40%
TOTAL	351	100.00%	70.34%

SPECIAL EDUCATION	Count	%Group	%E
AMER. INDIAN/ALASKAN	0	0.00%	0
ASIAN	0	0.00%	0
BLACK/AFRICAN AMER.	1	2.44%	0
HISPANIC/LATINO	37	90.24%	7
WHITE	3	7.32%	0
HAWAIIAN/PAC ISLAND	0	0.00%	0
TWO OR MORE	0	0.00%	0
TOTAL	41	100.00%	8

PK PROGRAM CODE	Count	%Group
"00" NOT APPLICABLE	0	0.00%
"01" PK ELIG>2 <4 HRS/DAY	85	93.41%
"02" PK ELIG 4+ HRS/DAY	0	0.00%
"03" PK ELIG 4+ HRS/DAY + SP ED	0	0.00%
"04" PK INELIG>2 <4 HRS/DAY	6	6.59%
"05" PK INELIG 4+ HRS/DAY	0	0.00%
TOTAL	91	100.00%

PRIMARY PK FUNDING SOURCE	Count	%Group	%Enroll
"1" TUITION FEES	0	0.00%	0.00%
"2" LOCAL DIST SHARE	6	100.00%	1.20%
"3" STATE GRANT	0	0.00%	0.00%
"4" FEDERAL	0	0.00%	0.00%
"5" EDARLY ED ALLOTMENT	0	0.00%	0.00%
"9" OTHER	0	0.00%	0.00%
TOTAL	6	100.00%	1.20%

SECONDARY PK FUNDING SOURCE	Count	%Group	%E
"1" TUITION FEES	0	0.00%	0
"2" LOCAL DIST SHARE	0	0.00%	0
"3" STATE GRANT	0	0.00%	0
"4" FEDERAL	0	0.00%	0
"5" EDARLY ED ALLOTMENT	0	0.00%	0
"9" OTHER	0	0.00%	0
TOTAL	0	0.00%	0

Demographics Strengths

The PreK-2 classrooms meet the required student/teacher ratio 22:1.

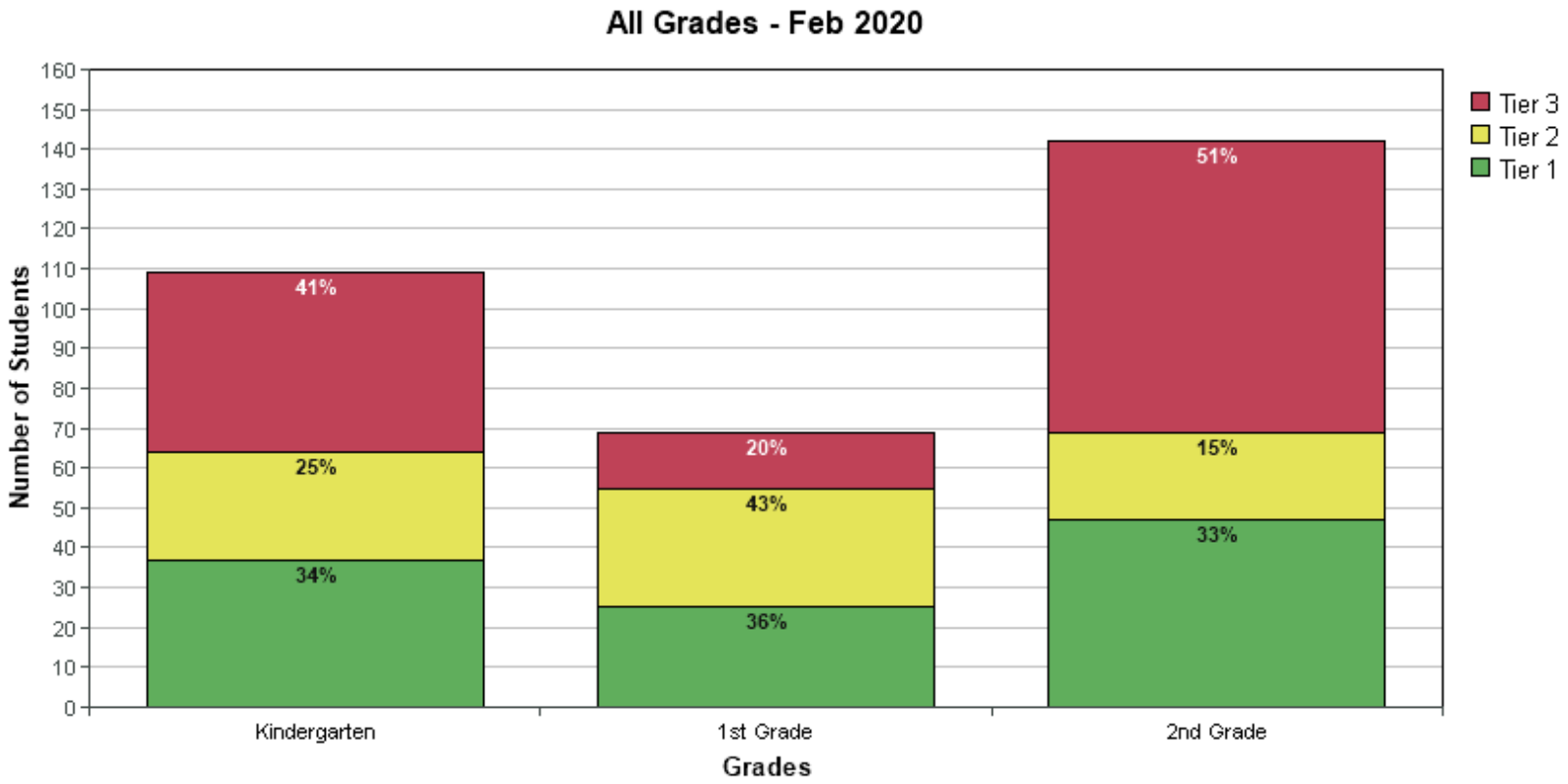
All classrooms have highly qualified teachers.

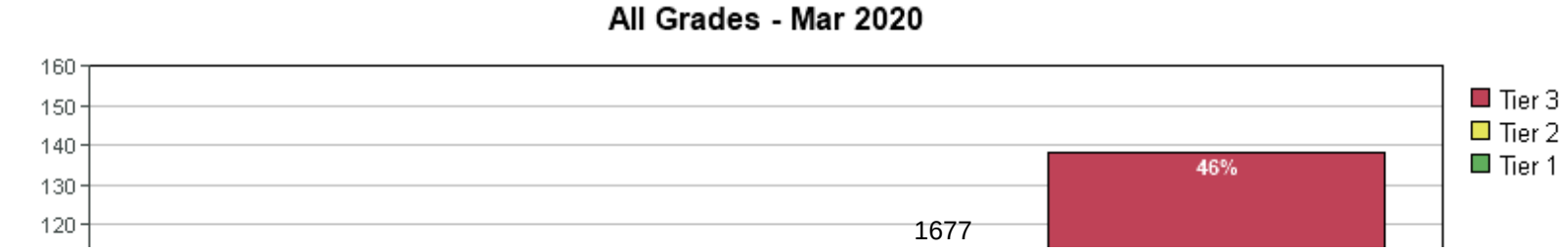
Problem Statements Identifying Demographics Needs

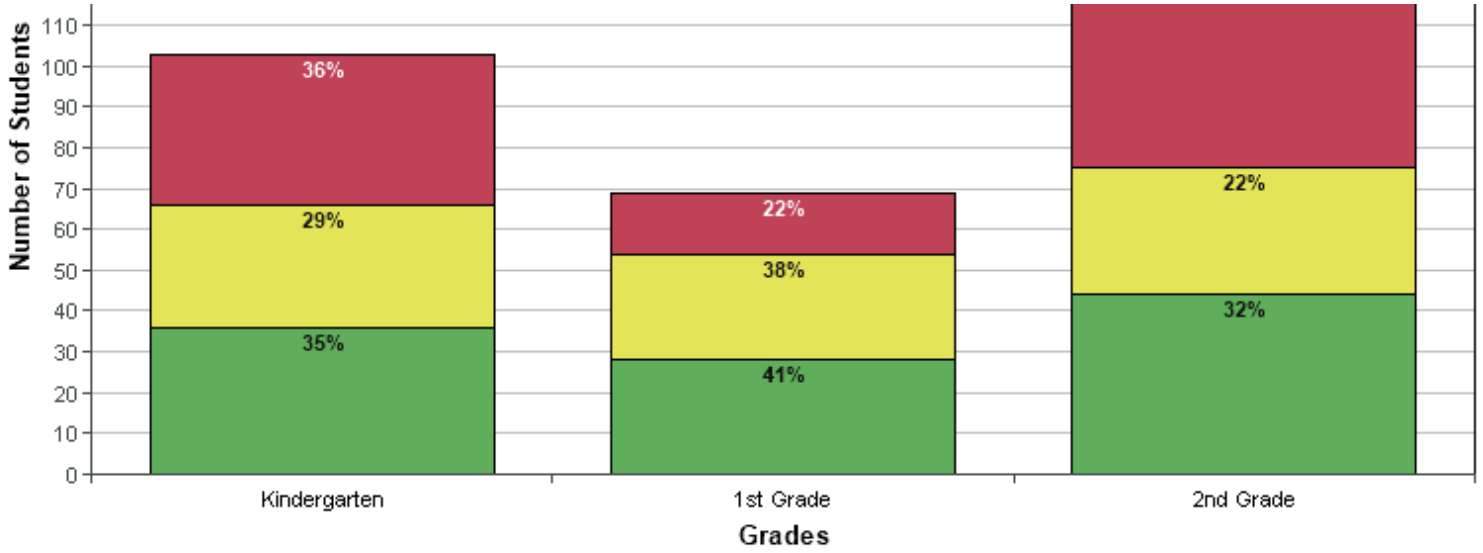
Problem Statement 1: 40% Economically Disadvantaged and EL students performed at Level 2 and Level 3 in IStation in February 2020. **Root Cause:** Lack of quality Tier 1 instruction and small group intervention.

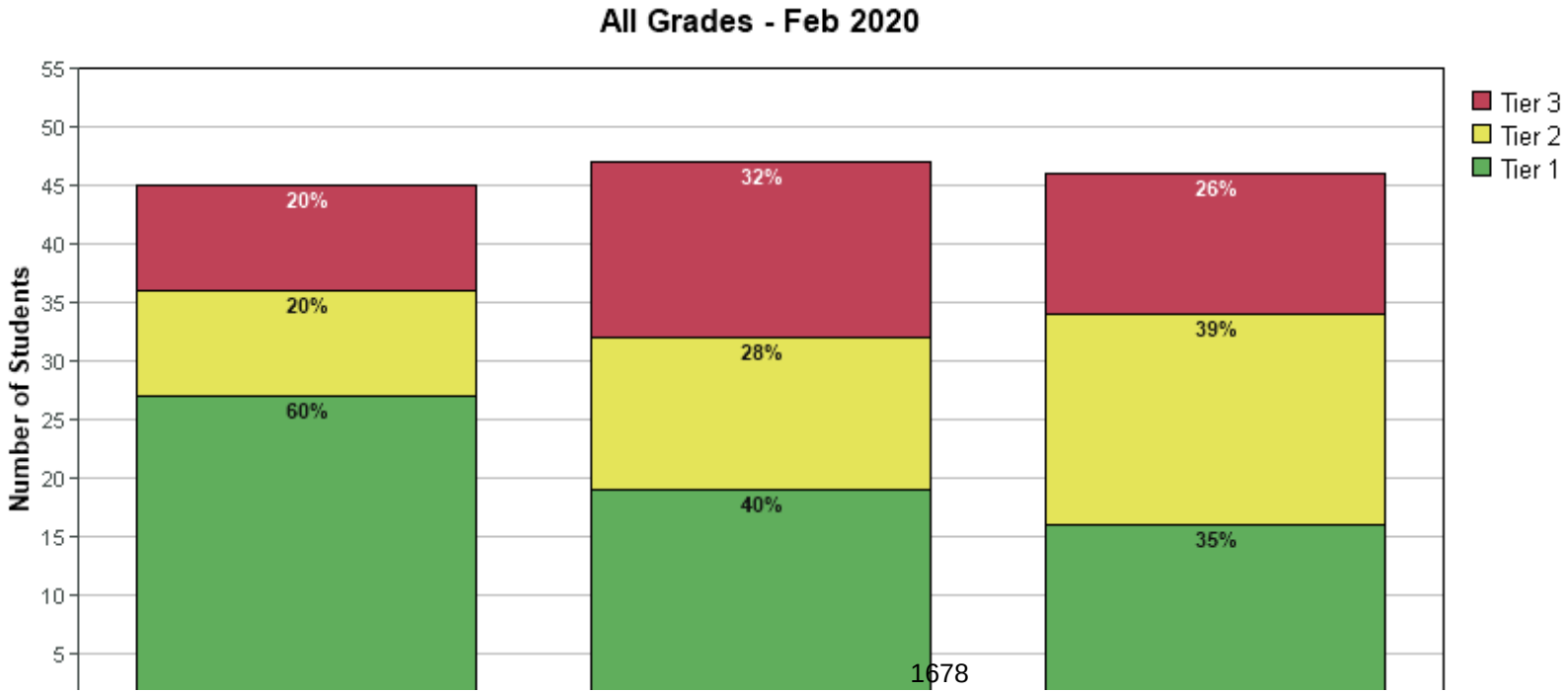
Student Achievement

Student Achievement Summary

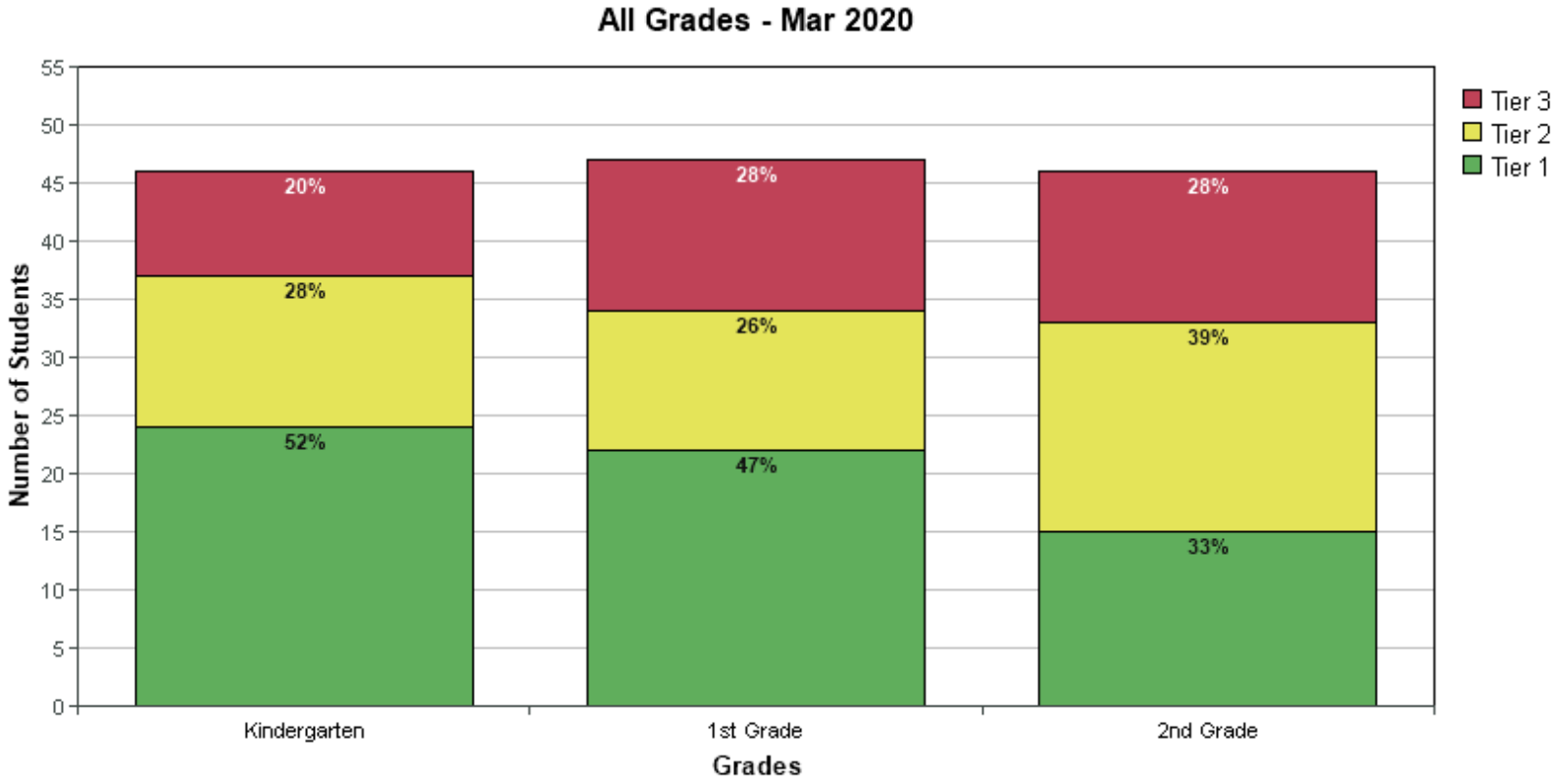


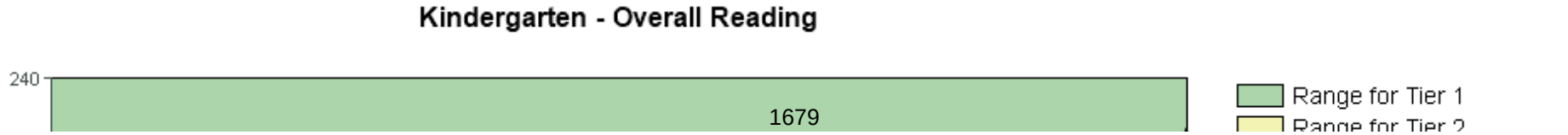


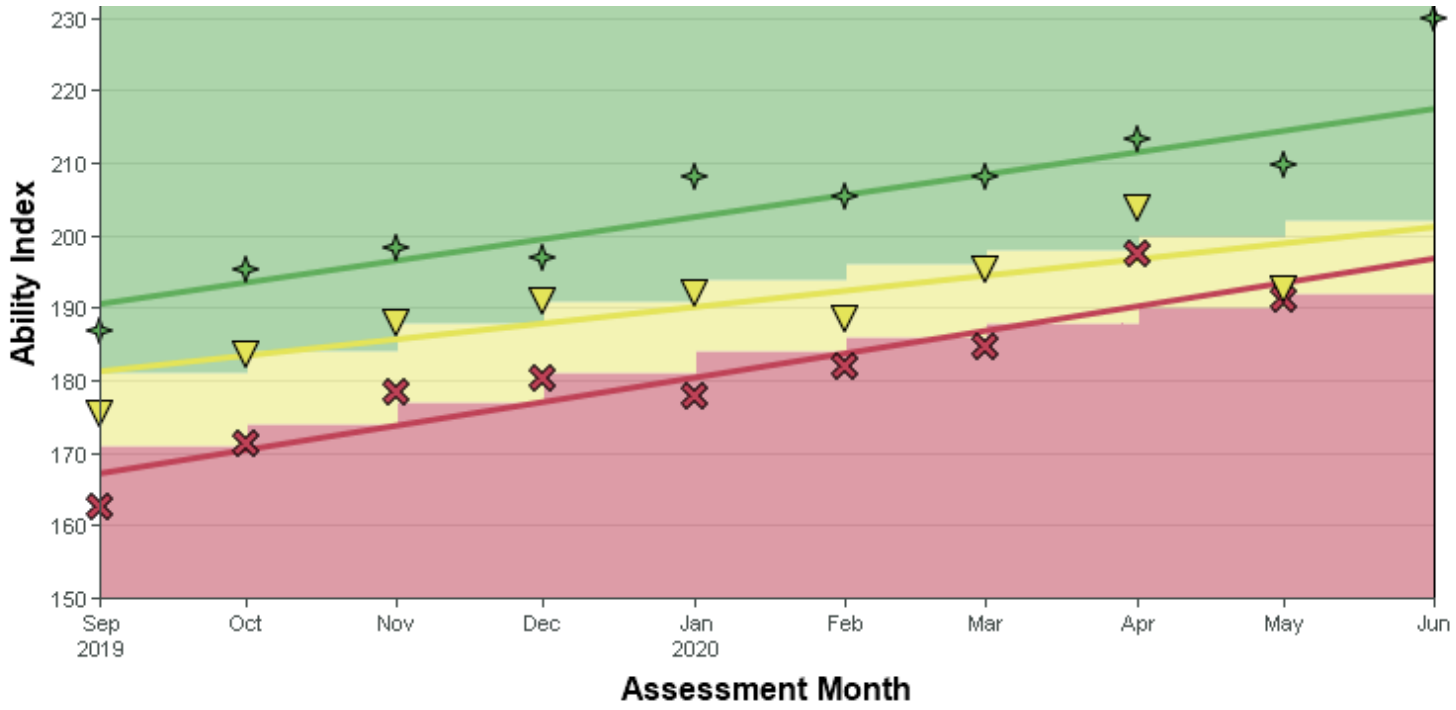

Number of Students
110
100
90
80
70
60
50
40
30
20
10
0
36%
29%
35%
22%
38%
41%
22%
32%
Kindergarten
1st Grade
2nd Grade
Grades


All Grades - Feb 2020
Number of Students
55
50
45
40
35
30
25
20
15
10
5
20%
20%
60%
32%
28%
40%
26%
39%
35%
Tier 3
Tier 2
Tier 1

0
Kindergarten
1st Grade
2nd Grade
Grades

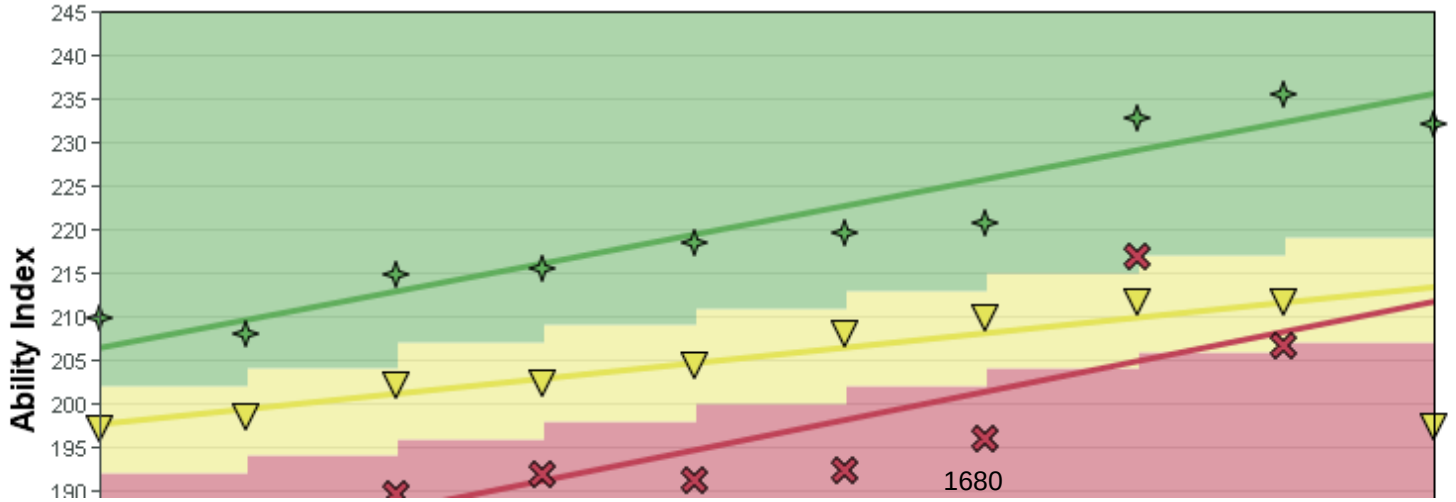

All Grades - Mar 2020
Number of Students
55
50
45
40
35
30
25
20
15
10
5
0
20%
28%
52%
28%
26%
47%
28%
39%
33%
Kindergarten
1st Grade
2nd Grade
Grades
Tier 3
Tier 2
Tier 1


Kindergarten - Overall Reading
240
1679
Range for Tier 1
Range for Tier 2

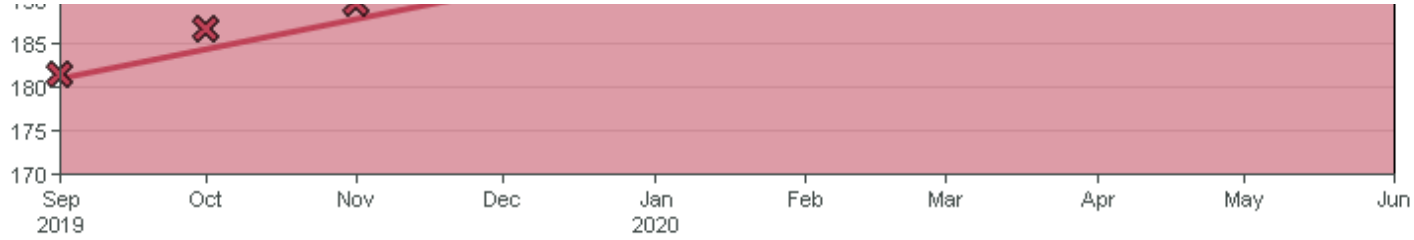


-

1st Grade - Overall Reading

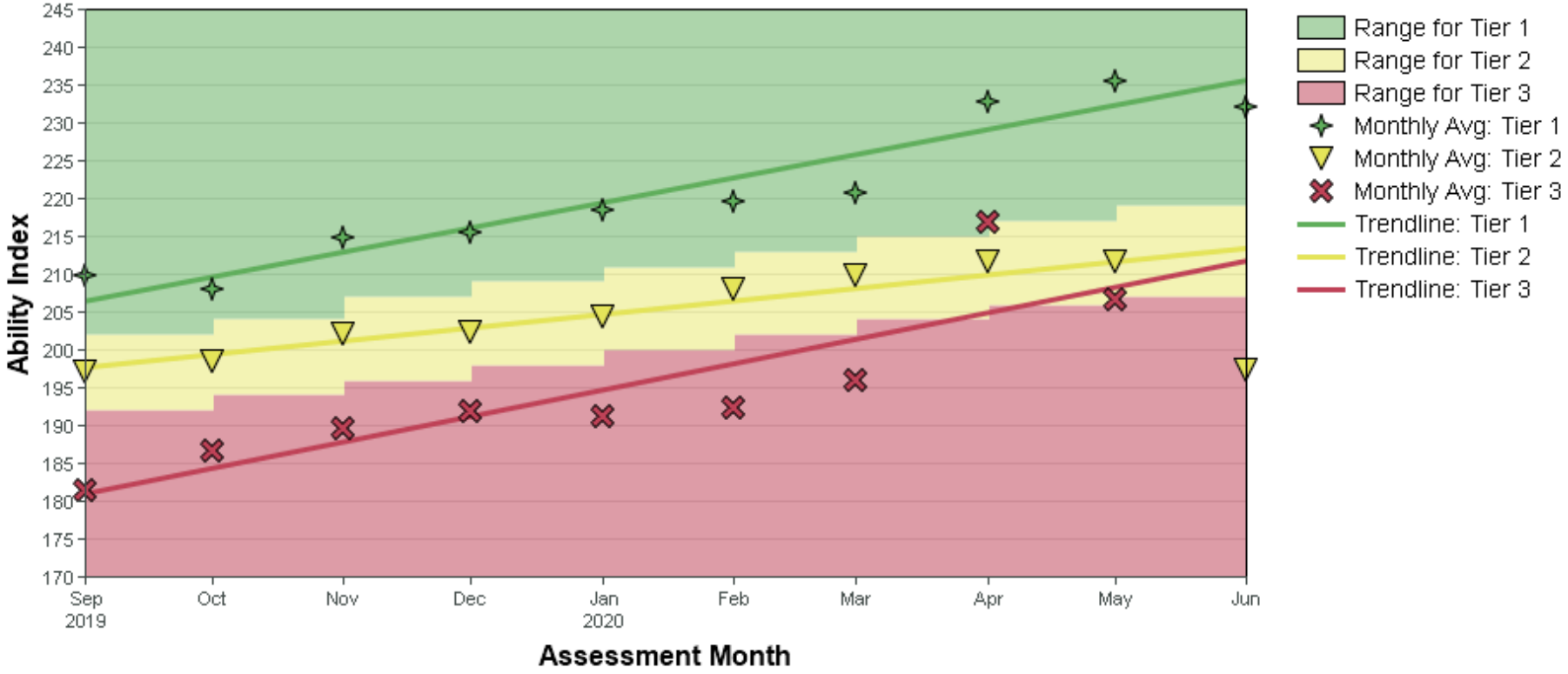


1680



Assessment Month

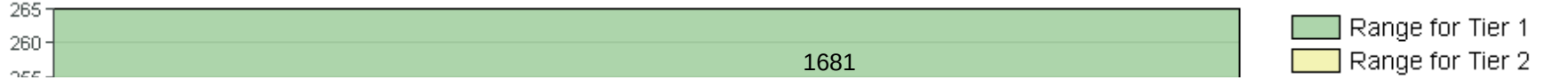
1st Grade - Overall Reading

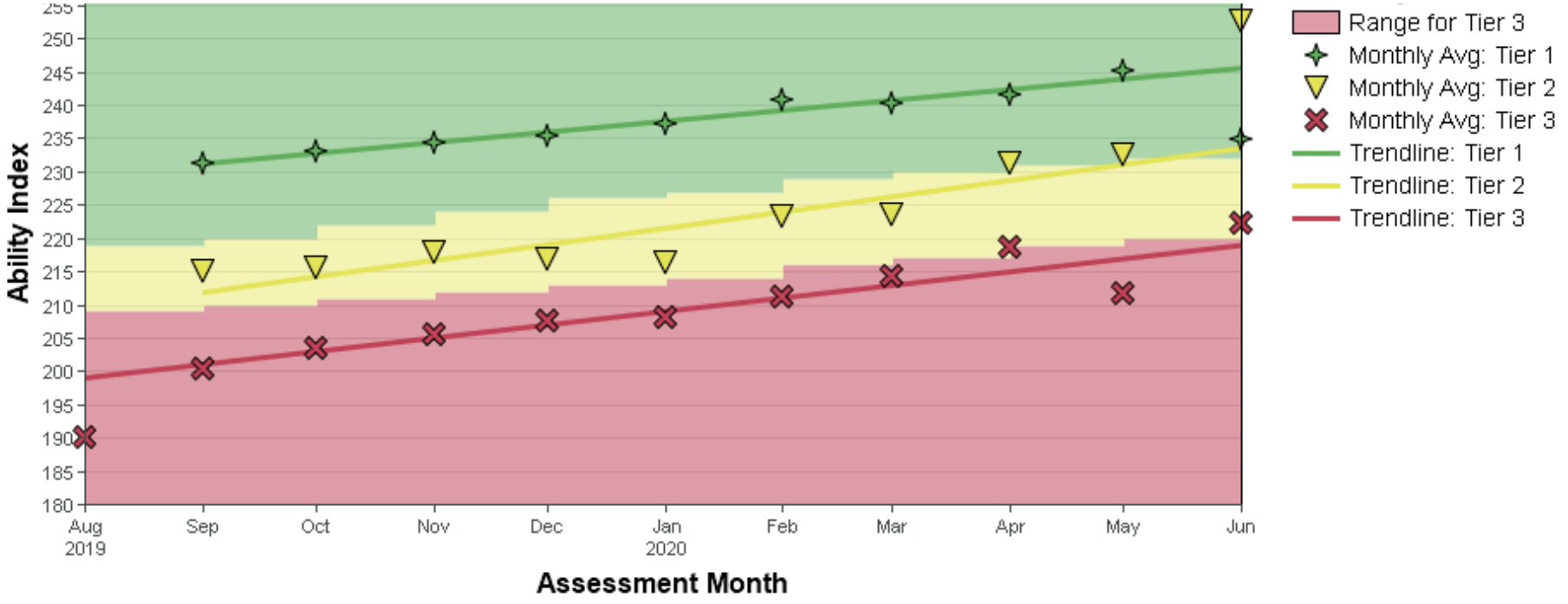


Assessment Month

-

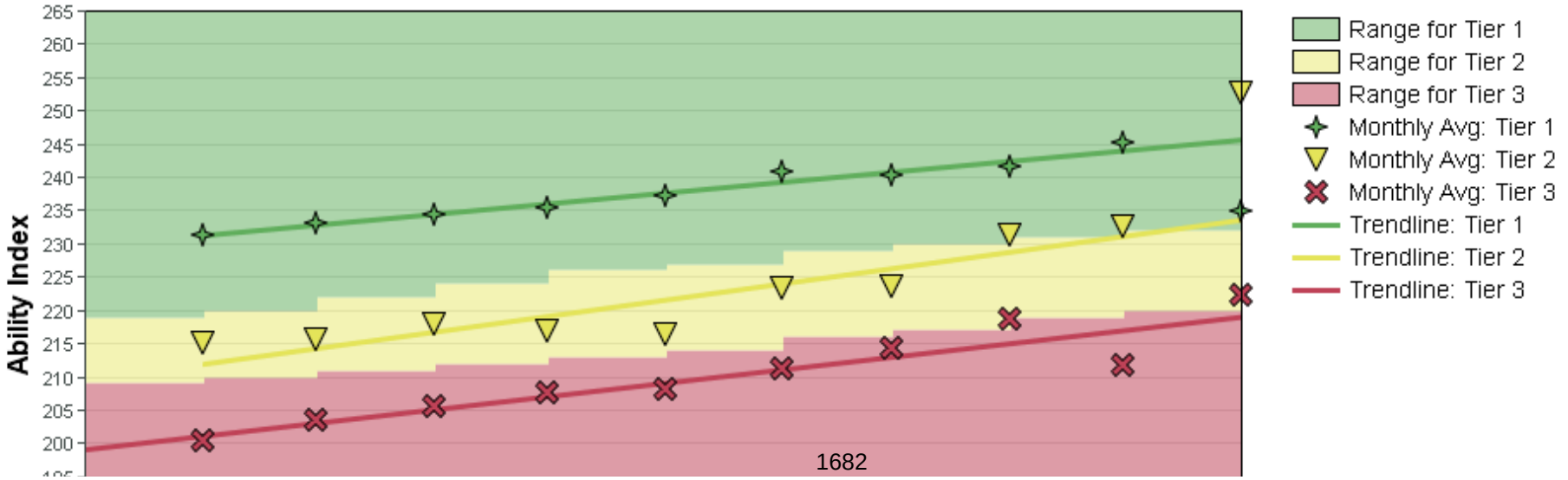
2nd Grade - Overall Reading



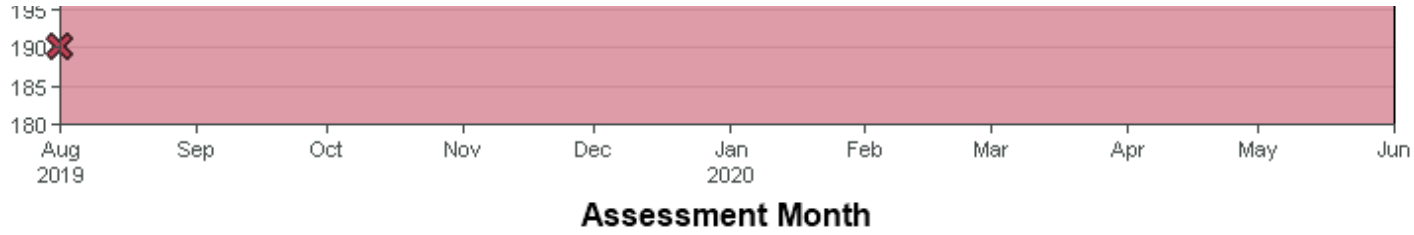


-

2nd Grade - Overall Reading



1682



Zavala Pre-K stude4nts are assessed 3 times per year with CLI Assessment. We saw growth in all areas from BOY to MOY.

Texas Education Agency
PDM3-130-010
v20.3.1

TSDS PEIMS ATTENDANCE RATES COMPARISON BY ETHNICITY, GENDER, AND SPECIAL POPULATION

Campus-level Data
Campuses: ALL
2019 - 2020 Summer Collection, Resubmission

LEA: 068901 - ECTOR COUNTY ISD
Campus: 068901123 - EL MAGNET AT ZAVALA

	Days Membership		Total Days Absent		Total Days Present		Total Ineligible Days		Total Eligible Days		Attendance Rate	
	2018 - 2019	2019 - 2020	2018 - 2019	2019 - 2020	2018 - 2019	2019 - 2020	2018 - 2019	2019 - 2020	2018 - 2019	2019 - 2020	2018 - 2019	2019 - 202
Campus	77,482.0	73,259.0	5,770.0	3,474.5	71,712.0	69,784.5	1,383.0	498.5	70,329.0	69,286.0	92.6%	95.3
Ethnicity												
Hispanic/Latino	67,391.5	65,461.5	4,965.0	3,076.0	62,426.5	62,385.5	1,036.5	338.0	61,390.0	62,047.5	92.6%	95.3
American Indian or Alaska	209.5	162.0	37.0	9.0	172.5	153.0	0.0	0.0	172.5	153.0	82.3%	94.4
Asian	0.0	162.0	0.0	4.0	0.0	158.0	0.0	0.0	0.0	158.0	0.0%	97.5
Black or African American	4,620.5	2,942.0	351.5	141.5	4,269.0	2,800.5	69.0	0.0	4,200.0	2,800.5	92.4%	95.2
Hawaiian or Other Pacific	658.0	324.0	41.0	14.0	617.0	310.0	0.0	0.0	617.0	310.0	93.8%	95.7
White	4,024.0	3,664.5	303.5	167.0	3,720.5	3,497.5	202.0	160.5	3,518.5	3,337.0	92.5%	95.4
Two or More Races	578.5	543.0	72.0	63.0	506.5	480.0	75.5	0.0	431.0	480.0	87.6%	88.4
Total	77,482.0	73,259.0	5,770.0	3,474.5	71,712.0	69,784.5	1,383.0	498.5	70,329.0	69,286.0	92.6%	95.3
Gender												
Male	41,270.5	38,297.0	3,057.5	1,807.0	38,213.0	36,490.0	676.5	159.5	37,536.5	36,330.5	92.6%	95.3
Female	36,211.5	34,962.0	2,712.5	1,667.5	33,499.0	33,294.5	706.5	339.0	32,792.5	32,955.5	92.5%	95.2
Total	77,482.0	73,259.0	5,770.0	3,474.5	71,712.0	69,784.5	1,383.0	498.5	70,329.0	69,286.0	92.6%	95.3
Special Population												
Special Education	6,410.0	7,382.0	458.0	394.5	5,952.0	6,987.5	0.0	0.0	5,952.0	6,987.5	92.9%	94.7

Economic Disadvantage	68,501.0	55,899.0	5,213.0	2,784.5	63,288.0	53,114.5	1,383.0	0.0	61,905.0	53,114.5	92.4%	95.0
LEP	25,568.0	26,376.5	1,782.0	1,156.5	23,786.0	25,220.0	14.5	20.0	23,771.5	25,200.0	93.0%	95.6
At Risk	41,636.5	51,115.5	2,989.5	2,387.0	38,647.0	48,728.5	92.5	0.0	38,554.5	48,728.5	92.8%	95.3
Gifted and Talented	1,359.0	1,668.0	76.0	66.0	1,283.0	1,602.0	0.0	0.0	1,283.0	1,602.0	94.4%	96.0
Migrant	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0%	0.0
Homeless Status	6,692.5	5,705.5	648.0	325.0	6,044.5	5,380.5	78.0	0.0	5,966.5	5,380.5	90.3%	94.3
Unaccompanied Youth	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0%	0.0
Early Reading Indicator	38,080.0	40,017.0	2,843.0	2,081.0	35,237.0	37,936.0	0.0	0.0	35,237.0	37,936.0	92.5%	94.8
Military Connected	330.0	811.0	14.0	14.0	316.0	797.0	0.0	0.0	316.0	797.0	95.8%	98.3
Foster Care	560.0	909.0	53.0	22.0	507.0	887.0	0.0	0.0	507.0	887.0	90.5%	97.6
RDSPD	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0%	0.0
Total	147,500.5	138,768.0	14,076.5	6,843.5	136,413.5	131,924.5	1,475.5	20.0	134,938.0	131,904.5	92.5%	95.1

NOTE: Detail may not add to totals due to rounding.

Texas Education Agency
PDM3-130-005
v20.3.2

TSDS PEIMS COMPARISON OF CURRENT AND PRIOR YEAR ATTENDANCE

Campus-level Data

Campuses: All

2019 - 2020 Summer Collection, Resubmission

Tuesday 07/21/2020 1:57
Page 33 of

LEA: 068901 - ECTOR COUNTY ISD
Campus: 068901123 - EL MAGNET AT ZAVALA

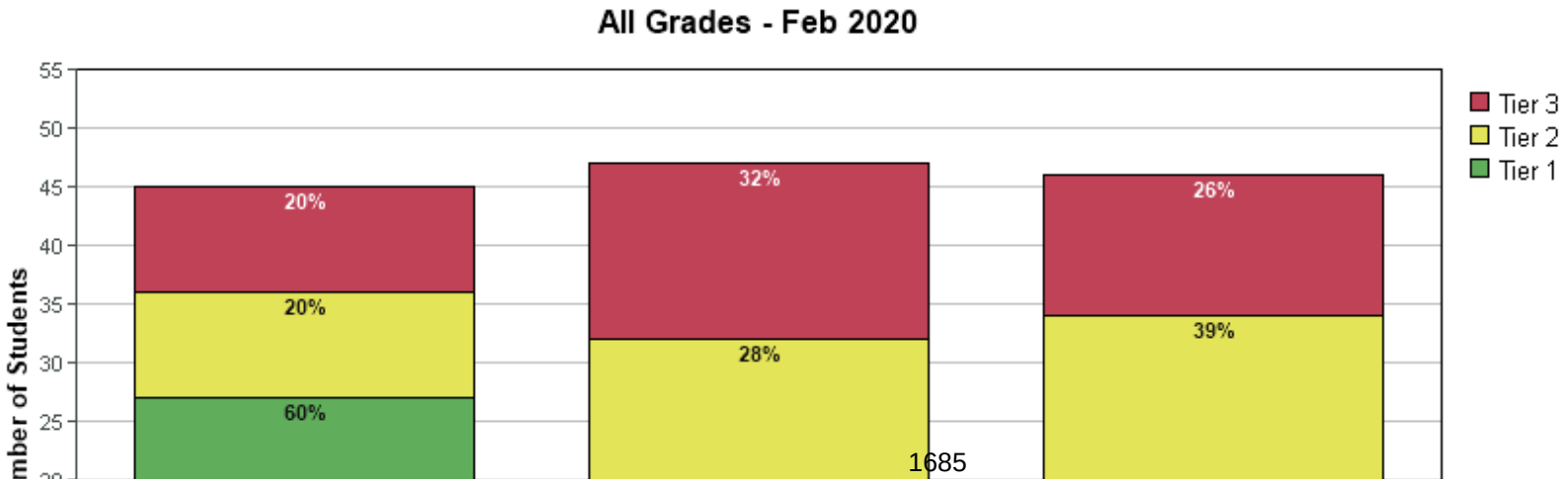
		2018-2019	2019-2020	Change	% Change
Total Refined ADA (includes EE-12)		425.750*	421.798*	-3.952	-0.928
Career & Technical Education FTE		0.000	0.000	0.000	0.000
Total Special Education FTE		6.232	6.168	-0.064	-1.027
Speech Therapy FTE	(00)	1.309	1.468	0.159	12.147
Homebound FTE	(01)	0.000	0.000	0.000	0.000
Hospital Class FTE	(02)	0.000	0.000	0.000	0.000
Resource Room FTE	**	0.000	0.656	0.656	100.000
VAC FTE	(08)	0.000	0.000	0.000	0.000
Off Home Campus FTE	***	0.000	0.000	0.000	0.000
State School FTE	(30)	0.000	0.000	0.000	0.000
Residential Care/Treat FTE	****	0.000	0.000	0.000	0.000
Self-Contained Mild/Mod FTE	*****	4.923	4.044	-0.879	-17.855
Full-Time Early Spec Ed	(45)	0.000	0.000	0.000	0.000
Special Education Mainstream Refined ADA		6.948	6.897	-0.051	-0.734
Bilingual/ESL Refined ADA		130.864	143.331	12.467	9.527
BE - Bilingual/ESL Refined ADA		0.000	2.084	2.084	100.000
D1 - Bil Dual Lang Refined ADA		0.000	141.248	141.248	100.000
D2 (EL) - Bil Dual Lang Refined ADA		0.000	0.000	0.000	0.000
D2 (EP) - Bil Dual Lang Refined ADA		0.000	0.000	0.000	0.000

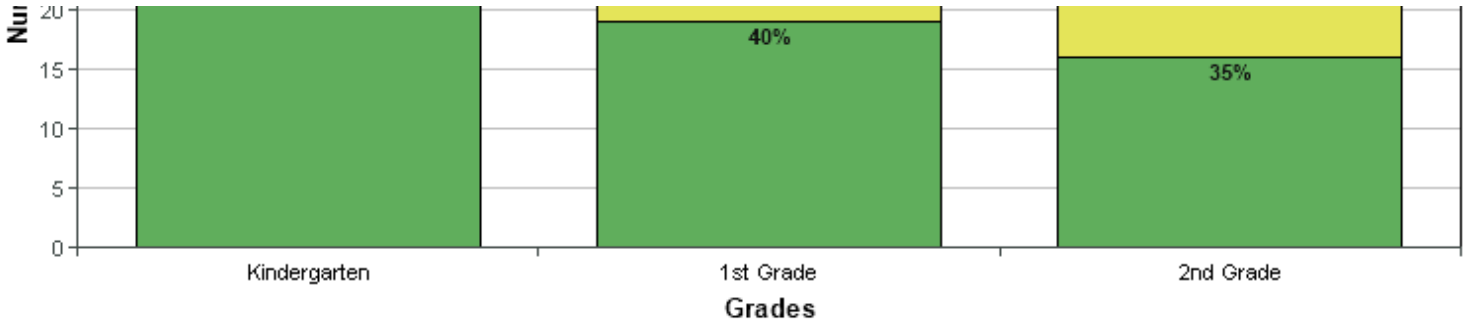
Res Facility Refined ADA	0.000	0.000	0.000	0.000
Early Ed Eco Dis Refined ADA	0.000	292.947	292.947	100.000
Early Ed Lang Refined ADA	0.000	133.373	133.373	100.000
Early Ed Eco Dis & Lang Refined ADA	0.000	101.473	101.473	100.000
Pregnancy Related Services FTE	0.000	0.000	0.000	0.000
Gifted & Talented Enrollment #	9	12	3	33.333
LEP Counts #	202	210	8	3.960

* Calculated using 6 six-weeks. LEA has < 5% migrant students or LEA has => 5% migrant students and 4 six-weeks > 6 six-weeks plus migrant.
** Instructional Setting Code = 41, 42.
*** Instructional Setting Code = 91, 92, 93, 94, 95, 96, 97, 98.
**** Instructional Setting Code = 81, 82, 83, 84, 85, 86, 87, 88, 89.
***** Instructional Setting Code = 43, 44.
# G&T and LEP students are counted once per LEA.
Note: Detail may not add to totals due to rounding.

Student Achievement Strengths

Zavala's bilingual students showed improvement on IStation in February 2020 from 60% to 74%.





In 2020-2021, Zavala will implement research based instructional models which enable personalized learning for all students, including the following: Blended Learning, Balanced Literacy, Enriched Advanced Academics, and/or Project Based Learning. Teachers will use Brain Pop/Brain Pop Jr., Formative Loop, math manipulatives and balanced literacy resources/supplies will be purchased for each individual child.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): Zavala students lack emergent literacy skills and have large literacy gaps according to IStation data. **Root Cause:** Lack of rigorous Tier 1 instruction including low level questioning, student accountability and teachers with less than 5 years experience in need of ongoing training.

Problem Statement 2 (Prioritized): Zavala's attendance rate will increase from 92%-95%. **Root Cause:** Student illness (flu, strep throat, stomach bug) and unable to contact parents.

School Culture and Climate

School Culture and Climate Summary

School culture is of great importance at Zavala. The first experience in school must be positive and one where students feel safe. The school climate is centered around Concious Discipline and CHAMPS, building relationships and safety for all.

All students and staff members will follow CDC guidelines for COVID-19. Each classroom with tables will have sneeze guards in between the tables to provide extra protection for students. All guided reading tables will have social distancing sneeze guards as added protection for the students and teacher.

All staff members communicate to parents and students the importance of safety, relationships and independence. Parental involvement is important at Zavala. Zavala offers many family activities that encourage parent and student engagement.

Zavala has an average student number of 488 students.

23 classroom teachers

1 Fine Arts teacher

1 Physical Education teacher; 1 aide

2 Special Education teachers,

1 Magnet teacher

1 Counselor

1 Media specialist clerk

1 Instructional Specialist

1 Dyslexia Interventionist

2 flex aides

PK: 4 teachers (2 monolingual/2 bilingual); 4 aides

Kinder: 4 monolingual teachers, 2 bilingual teachers

1st: 4 monolingual teachers, 2 bilingual teachers

2nd: 4 monolingual teachers, 2 bilingual teachers

Zavala will continue working to strengthen our VIPS program, community engagement and parent involvement.

Zavala schedules PTA meetings and programs every month, we offer 9 week Magnet Showcases, Family Reading Night, Family Math Night, Family Science Night, Fall Festival, Polar Express Night, Meet the teacher, Open House, family projects (pumpkin decorating, gingerbread house decorating, egg drop)

School Culture and Climate Strengths

The staff at Zavala works diligently to ensure parents are welcomed to the school and the staff ensures they have a working relationship with all parents. Our Zavala students are excited to come to school. All students are greeted when they walk in the building as are parents.

Zavala participates in all district parental involvement initiatives such as VIPS, PTA, Magnet Showcase, Family Math and Reading Nights. All Title One parental involvement activities are also completed, such as parent compact meetings, parent surveys, report cards, as well as Meet the Teacher, Open House, Parent Orientation Meetings and Parent Conferences by all classroom teachers.

School Climate Survey (ESF Survey)from parents show that parents are happy with school and their students feel safe. Teachers are also happy and feel safe.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1 (Prioritized): Conscious Discipline and CHAMPS are not being implemented and practiced with fidelity by all staff members. **Root Cause:** Additional Conscious Discipline and CHAMPS training are needed.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

All Zavala students will be taught by highly qualified teachers and instructional paraprofessionals.

ECISD utilizes a variety of recruiting strategies to grow staff; including, alternative certification programs, college fairs, and Odessa Pathways. Additionally, the district posts available positions on a variety of websites. ECISD undergoes a hiring process which ensures that candidates are credentialed for the positions they are seeking. Professional development provides staff with the tools needed to intervene and enrich the learning of all subgroups. Retention strategies include longevity pay, stipends for special program areas, and stipends for education beyond position requirement. Finally, the district uses staff recognition programs in conjunction with other retention strategies.

Information for Comprehensive Needs Assessment for Campus 123-Zavala Elementary

EMPLOYEES			
	Administrators (Principals/Asst. Prin)	Teachers	Instructional Paraprofessionals (Aides)
14/15	2	40	8
15/16	2	42	9
16/17	2	41	9
17/18	3	42	9
18/19	3	31	7
19/20	2	30	7

EMPLOYEE RETENTION PERCENTAGES			
% Remained From Year To Year	Administrators (Principals/Asst. Prin)	Teachers	Instructional Paraprofessionals (Aides)
14/15 to 15/16	0.00%	43.59%	87.50%
15/16 to 16/17	50.00%	69.05%	66.67%
16/17 to 17/18	100.00%	53.66%	77.78%
17/18 to 18/19	0.00%	38.71%	28.57%
18/19 to 19/20	100.00%	67.74%	85.71%

TEACHER EXPERIENCE					
Total Professional Any District	Percent with 0 Years	Percent with 1-5 Years	Percent with 6 -10 Years	Percent with > 10 Years	Percent of Teachers W/Masters Degree

14/15	12.50%	32.50%	20.00%	35.00%	37.05%
15/16	2.38%	38.10%	19.05%	40.48%	33.33%
16/17	14.63%	36.59%	17.07%	31.71%	31.71%
17/18	14.29%	38.10%	16.67%	30.95%	19.05%
18/19	0.00%	29.03%	19.35%	51.61%	19.35%
19/20	3.33%	30.00%	13.33%	53.33%	20.00%

** Data for each school year is from the Fall PEIMS Data*

Staff Quality, Recruitment, and Retention Strengths

Zavala's teacher retention rate is 86%.

Teachers with 0 years experience is 3%; 1-5 years 32%; 6-10 years 16%, more than 10 years 44% and 13% have a Masters Degree.

Monthly Birthday Lunches, Teacher of the week, jeans passes, positive notes in teacher boxes, postcards home, recognition of staff members, book studies, team building events and other activities to keep morale high on the campus

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1 (Prioritized): There are limited applicants applying for positions within ECISD. **Root Cause:** The cost of living deters applicants from accepting positions in ECISD.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Providing an aligned curriculum for all students in all core subject areas is vital and must be reinforced within tutoring, dyslexia services, balanced literacy, guided math, Istation, Brainchild, reading services and Frog Street Press to close the achievement gap.

Additionally, resource allocations in the form of textbooks, supplemental materials and classroom technology use contribute to student performance by providing tools to utilize when educating students.

Teachers, dyslexia teachers, tutors and special education personnel support the programs and intervention services which allow for the opportunity to close the achievement gap. COGAT, Naglieri, CLI, short cycle assessments, IStation, and TELPAS assessments allow for early identification of need and potential targets for intervention.

Team level planning, PLCs and campus leadership team work to continue creating TEKS mastery and understanding. All staff members follow the scope and sequence and plan as a grade level.

Grade level meetings and PLCs discuss assessments, data, interventions and needs to stay aligned with curriculum, drive instruction, plan RTI and structure small groups, guided reading and guided math.

Curriculum, Instruction, and Assessment Strengths

Zavala will focus on following the District adopted textbook, and Scope and Sequence with fidelity. We will utilize district strategies such as KNOW/SHOW when planning lessons. All teachers will utilize district planning template. All Pre-K teachers will utilize Frog Street Press and the CLI to test students.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): There is a lack of consistent progress in the area of student achievement in reading levels and math from classrooms and grade levels. **Root Cause:** Lack of effective data monitoring that lead to adjustments in Tier 1 whole group, small group and individual instruction.

Problem Statement 2 (Prioritized): Lack of consistent documented data monitoring in all classrooms and grade level-student performance, progress and intervention. **Root Cause:** Lack of campus wide data monitoring tool being implemented continually and monitored with fidelity.

Parent and Community Engagement

Parent and Community Engagement Summary

Parent involvement and engagement is important to a child's success in school. Zavala offers many activities for parents, students and staff members:

Meet the teacher, Open House, grade level programs, Pumpkin decorating with parents, muffins with mom, donuts with dad, empanadas with grandparents, Fall festival, gingerbread house decorating with parents, book fair, Christmas store, PS I Love You, Dr. Seuss Day, Egg Drop, Talent Show, Book Parade, Kite Day, Transportation Parade, Airplane Day, Bookworms for Literacy

Parent and Community Engagement Strengths

Zavala Magnet Elementary will continue to increased family and community involvement through Volunteers in Public Schools, PTA and committee involvement at the campus level. School staff, parents, families, and surrounding communities will be provided with opportunities to work together to improve family and community involvement and to support academic achievement. Zavala will purchase planners and take home folders to use as a form of communication with parents.

Meet the Teacher Night, Parent Orientation, Open House, Parent meetings for special area activities, Two face-to-face meetings with parents, AVID parent involvement activities, Parent Utility training for Title 1 school, Parent Compact, Magnet Contract, PTA Board will meet and set goals, Zavala Twitter, Zavala Facebook, VIPS Recruiting event, Magnet Showcase, and Book Fair.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): Zavala needs to increase parent, community and PTA involvement from 5% to 10%. **Root Cause:** Lack of communication and promotion of PTA.

School Context and Organization

School Context and Organization Summary

The staff at Zavala work hand in hand to meet the needs of every student. The teachers are provided professional development and resources that will help close the achievement gap. All staff members are included in campus decisions during PLCs, faculty meetings, and committee meetings.

School Context and Organization Strengths

Zavala staff focus on student growth, data, expectations and meeting the needs of each individual student.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1 (Prioritized): The achievement gaps varied between classrooms and grade levels. **Root Cause:** Lack of training, understanding and COVID.

Technology

Technology Summary

All classrooms have In Focus projectors, Smart boards, document cameras and computers. Each grade level has 1Chromebook Carts and 1-IPad cart to be used by teachers on that grade level. The equipment was used to teach interactive lessons and reinforce skills and points of interest in preparation for grade level TEKS and for IStation. There are 5 ipads in all grade level classrooms.

Students have district access to Imagine Learning, Discovery Education, Unique Learning (Special Education), Brainchild and MAP Assessment. Teachers are provided with laptops and are trained on how to use them to enhance instruction.

The district will ensure that every students will have access to a device for the 2020-2021 school year.

Technology Strengths

The instructional technology department works with campuses to replace classroom and computer lab computer systems (computers, document cameras, Infocus) and increases access to new technology programs as they are developed. ECISD employs instructional technologists to provide training and support for best instructional practices.

The technology specialist are readily avaliable and provide monthly assistance for teachers on campus as needed.

Problem Statements Identifying Technology Needs

Problem Statement 1 (Prioritized): Technology was not effectively utilized to enhance the quality of Tier 1 whole group and small group instruction.
Root Cause: Lack of teacher training in technology implementation and lack of monitoring from leadership of technology use in the classrooms during whole group and small group instruction.

Priority Problem Statements

Problem Statement 1: Zavala students lack emergent literacy skills and have large literacy gaps according to IStation data.

Root Cause 1: Lack of rigorous Tier 1 instruction including low level questioning, student accountability and teachers with less than 5 years experience in need of ongoing training.

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: There is a lack of consistent progress in the area of student achievement in reading levels and math from classrooms and grade levels.

Root Cause 2: Lack of effective data monitoring that lead to adjustments in Tier 1 whole group, small group and individual instruction.

Problem Statement 2 Areas: Curriculum, Instruction, and Assessment

Problem Statement 3: Zavala needs to increase parent, community and PTA involvement from 5% to 10%.

Root Cause 3: Lack of communication and promotion of PTA.

Problem Statement 3 Areas: Parent and Community Engagement

Problem Statement 4: Conscious Discipline and CHAMPS are not being implemented and practiced with fidelity by all staff members.

Root Cause 4: Additional Conscious Discipline and CHAMPS training are needed.

Problem Statement 4 Areas: School Culture and Climate

Problem Statement 5: There are limited applicants applying for positions within ECISD.

Root Cause 5: The cost of living deters applicants from accepting positions in ECISD.

Problem Statement 5 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 6: Lack of consistent documented data monitoring in all classrooms and grade level-student performance, progress and intervention.

Root Cause 6: Lack of campus wide data monitoring tool being implemented continually and monitored with fidelity.

Problem Statement 6 Areas: Curriculum, Instruction, and Assessment

Problem Statement 7: The achievement gaps varied between classrooms and grade levels.

Root Cause 7: Lack of training, understanding and COVID.

Problem Statement 7 Areas: School Context and Organization

Problem Statement 8: Technology was not effectively utilized to enhance the quality of Tier 1 whole group and small group instruction.

Root Cause 8: Lack of teacher training in technology implementation and lack of monitoring from leadership of technology use in the classrooms during whole group and small group instruction.

Problem Statement 8 Areas: Technology

Problem Statement 9: Zavala's attendance rate will increase from 92%-95%.

Root Cause 9: Student illness (flu, strep throat, stomach bug) and unable to contact parents.

Problem Statement 9 Areas: Student Achievement

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card Data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- STAAR EL Progress Measure data
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved Prekindergarten and Kindergarten assessment data
- Other Prekindergarten and Kindergarten assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- Dyslexia Data

- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- School safety data

Employee Data

- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- TTESS data

Goals

Goal 1: Foundational Excellence: Zavala will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 1: Annual student attendance will increase from 93.5% in 2020 to 95.0% in 2021.

Evaluation Data Sources: Weekly Attendance Reports

Summative Evaluation: None

Strategy 1: School wide incentives offered to students. (Perfect attendance, grade level competitions, classroom competitions)

Strategy's Expected Result/Impact: Student attendance will increase to 95% by May 2021.

Staff Responsible for Monitoring: Administrators, classroom teachers, counselor, attendance clerk

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Problem Statements:
Student Achievement 2

Funding Sources:
Title One School-wide

Formative	Summative
Oct	
Jan	
Mar	May

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Student Achievement

Problem Statement 2: Zavala's attendance rate will increase from 92%-95%. **Root Cause:** Student illness (flu, strep throat, stomach bug) and unable to contact parents.

Performance Objective 2: Zavala will embed technology for anytime, anywhere teaching and learning.

Evaluation Data Sources: Zavala will strive to have one to one technology access for teachers and students.

Summative Evaluation: None

Strategy 1: Working to provide one to one technology will enable students, teachers and leaders to implement and monitor personalized learning for all.

Strategy's Expected Result/Impact: 100% of Zavala students and staff will have personalized access to one to one technology.

Staff Responsible for Monitoring: Central Office, Campus Administration, classroom teachers

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction

Problem Statements:
Technology 1

Funding Sources:
Title One School-wide

Formative
Oct
Jan
Mar
Summative
May

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Technology

Problem Statement 1: Technology was not effectively utilized to enhance the quality of Tier 1 whole group and small group instruction. **Root Cause:** Lack of teacher training in technology implementation and lack of monitoring from leadership of technology use in the classrooms during whole group and small group instruction.

Performance Objective 3: Zavala will provide differentiated processes for priority classrooms and students.

Strategy 1: Effective transitions will be planned and implemented for Pre-K and 2nd grades to maintain academic learning and support the social-emotional learning of students.

Strategy's Expected Result/Impact: The students will receive results before, during and after a transition.

Staff Responsible for Monitoring: Campus Administrators
Executive Directors

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Problem Statements:
Curriculum, Instruction, and Assessment 1

Funding Sources:
Title One School-wide

Formative	Summative
Oct	May
Jan	
Mar	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Curriculum, Instruction, and Assessment

Problem Statement 1: There is a lack of consistent progress in the area of student achievement in reading levels and math from classrooms and grade levels. **Root Cause:** Lack of effective data monitoring that lead to adjustments in Tier 1 whole group, small group and individual instruction.

Performance Objective 4: Zavala will provide a safe and supportive learning environment.

Evaluation Data Sources: Counselor referrals, discipline reports and 100% of staff members trained in Darkness to Light/Stewards of Child prevention program and reporting requirements.

Summative Evaluation: None

Strategy 1: Awareness training for staff, students and parents will be provided in the area of sexual abuse and other maltreatment of children. All new staff will be trained during new employee training on Darkness to Light/Stewards of Child prevention program. Counselors will train all staff during on-campus professional development on prevention and reporting requirements. Required child abuse awareness posters for students will be displayed on all campuses.

Strategy's Expected Result/Impact: 100% of staff will receive training.

Staff Responsible for Monitoring: Administrators
Counselor

Title I Schoolwide Elements: 2.4, 2.6

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Problem Statements:
School Culture and Climate 1
Curriculum, Instruction, and Assessment 1

Funding Sources:
Title One School-wide

Formative	Summative
Oct	May
Jan	
Mar	

Strategy 2: Teacher discipline management programs will be evaluated for alignment to CHAMPS, PBIS and Conscious Discipline practices (SEL body of work)

Strategy's Expected Result/Impact: All staff members will implement CHAMPS, PBIS, Conscious Discipline practices (SEL body of work).

Staff Responsible for Monitoring: Administrators
Teachers
Paraprofessionals
Counselor

Title I Schoolwide Elements: 2.4, 2.6

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Problem Statements:
Curriculum, Instruction, and Assessment 1

Funding Sources:
Local

Formative
Oct
Jan
Mar
Summative
May

Strategy 3: Campus-level systems and structures will be developed to monitor/improve disaggregated discipline data regularly to inequities.

Strategy's Expected Result/Impact: Discipline data and reports will reflect equity.
Discipline Committee will meet and review data and reports 2 times per 9 weeks.

Staff Responsible for Monitoring: Administrators
Discipline Clerk

Title I Schoolwide Elements: 2.4, 2.6

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Problem Statements:
School Culture and Climate 1
Curriculum, Instruction, and Assessment 1

Funding Sources:
Local

Formative
Oct
Jan
Mar
Summative
May

Strategy 4: Campus level systems and structures will be created to build relationships with parents, have open communication and involve parents in safety plans and discipline management program.

Strategy's Expected Result/Impact: Constant communication with parents using school planners and take home folders, inviting parents to meetings, building a safe and welcoming environment for all parents and visitors to build relationships.

Staff Responsible for Monitoring: Administrators
Teachers/staff

Title I Schoolwide Elements: 3.1, 3.2

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Problem Statements:
Parent and Community Engagement 1

Funding Sources:
State Comp Ed $1,891

Formative
Oct
Jan
Mar
Summative
May

Strategy 5: Zavala will follow CDC guidelines for COVID-19 to keep all students and safe healthy. Each classroom with tables will have sneeze guards in between the tables to provide extra protection for students. All guided reading tables will have social distancing sneeze guards as added protection for the students and teacher.

Strategy's Expected Result/Impact: Classes with tables will be able to have two students per table with a social distancing sneeze guard in the middle of the table to keep students safe and healthy. All guided reading tables will have social distancing sneeze guards as added protection for the students and teacher.

Staff Responsible for Monitoring: Administrators
Teachers/Staff

Title I Schoolwide Elements: 2.5, 2.6

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Problem Statements:
School Culture and Climate 1
Curriculum, Instruction, and Assessment 1

Funding Sources:
State Comp Ed $1,500

Formative
Oct
Jan
Mar
Summative
May

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

School Culture and Climate

Problem Statement 1: Conscious Discipline and CHAMPS are not being implemented and practiced with fidelity by all staff members. **Root Cause:** Additional Conscious Discipline and CHAMPS training are needed.

Curriculum, Instruction, and Assessment

Problem Statement 1: There is a lack of consistent progress in the area of student achievement in reading levels and math from classrooms and grade levels. **Root Cause:** Lack

of effective data monitoring that lead to adjustments in Tier 1 whole group, small group and individual instruction.

Parent and Community Engagement

Problem Statement 1: Zavala needs to increase parent, community and PTA involvement from 5% to 10%. **Root Cause:** Lack of communication and promotion of PTA.

Goal 2: Invest in Talent: Zavala will recruit, develop and retain highly-effective individuals who are invested in looking at tomorrow to inform their practices today.

Performance Objective 1: The campus teacher retention rate will increase from 79% in 2020 to 90% in 2021.

Evaluation Data Sources: Campus retention data

Summative Evaluation: None

Strategy 1: 100% of Zavala teachers hired are certified and highly qualified.

Strategy's Expected Result/Impact: The campus teacher retention rate will increase to 90% in 2021.

Staff Responsible for Monitoring: Administrators

Title I Schoolwide Elements: 2.5, 2.6

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture

Problem Statements:
Staff Quality, Recruitment, and Retention 1

Funding Sources:
Local

Formative	Summative
Oct	May
Jan	
Mar	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Staff Quality, Recruitment, and Retention

Problem Statement 1: There are limited applicants applying for positions within ECISD. **Root Cause:** The cost of living deters applicants from accepting positions in ECISD.

Performance Objective 2: In 2020-2021, Zavala will offer a job-embedded, personalized professional learning system for teachers.

Evaluation Data Sources: Walkthroughs and data will show implementation of job-embedded PD.

Summative Evaluation: None

Strategy 1: Campus administrators will conduct a minimum of 5 documented walkthroughs and/or observation/feedback meetings per week.

Strategy's Expected Result/Impact: Walkthroughs and observation will show implementation of job-embedded PD.

Staff Responsible for Monitoring: Campus Administrators

Title I Schoolwide Elements: 2.4, 2.6

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements:
Staff Quality, Recruitment, and Retention 1
Curriculum, Instruction, and Assessment 2

Funding Sources:
None

Formative	Summative
Oct	May
Jan	
Mar	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Staff Quality, Recruitment, and Retention

Problem Statement 1: There are limited applicants applying for positions within ECISD. **Root Cause:** The cost of living deters applicants from accepting positions in ECISD.

Curriculum, Instruction, and Assessment

Problem Statement 2: Lack of consistent documented data monitoring in all classrooms and grade level-student performance, progress and intervention. **Root Cause:** Lack of campus wide data monitoring tool being implemented continually and monitored with fidelity.

Goal 3: Zavala will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. Zavala will equip students to be adaptable in an ever-changing society.

Performance Objective 1: The percentage of students reading on grade level in grades K-2 will increase 4% from the BOY MAP to EOY MAP assessment.

Evaluation Data Sources: EOY MAP assessment
Pre-K Circle Data

Summative Evaluation: None

Strategy 1: Zavala will implement the district curriculum and required literacy blocks to ensure student success.

Strategy's Expected Result/Impact: 4% increase of students reading on grade level from BOY MAP to EOY MAP assessment

Staff Responsible for Monitoring: Administrators
Teachers
Instructional Specialist

Title I Schoolwide Elements: 2.4, 2.5

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum

Problem Statements:
Student Achievement 1

Funding Sources:
Title One School-wide

Formative	Summative
Oct	May
Jan	
Mar	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Student Achievement

Problem Statement 1: Zavala students lack emergent literacy skills and have large literacy gaps according to IStation data. **Root Cause:** Lack of rigorous Tier 1 instruction including low level questioning, student accountability and teachers with less than 5 years experience in need of ongoing training.

Performance Objective 2: Implement innovative instructional models which enable personalized learning for all students.

Evaluation Data Sources: Walkthroughs, lesson plans, MAP growth assessment

Summative Evaluation: None

Strategy 1: Zavala will implement assessment models that ensure teachers and students are able to monitor their learning and growth. Assessment models will include the following: MAP Growth Assessments, Formative Assessments and Aggressive Monitoring.

Strategy's Expected Result/Impact: Student achievement improves as growth is monitored by both teachers and students.

Staff Responsible for Monitoring: Administrators
Teachers
Instructional Specialist

Title I Schoolwide Elements: 2.4, 2.5

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction

Problem Statements:
Student Achievement 1

Funding Sources:
Title One School-wide

Formative	Summative
Oct	May
Jan	
Mar	

Strategy 2: Zavala will implement research based instructional models which enable personalized learning for all students, including the following: Blended Learning, Balanced Literacy, Enriched Advanced Academics, and/or Project Based Learning. Teachers will use Brain Pop/Brain Pop Jr., Formative Loop, math manipulatives and balanced literacy resources/supplies will be purchased for each individual child.

Strategy's Expected Result/Impact: Increase in student achievement on MAP assessment and guided reading level.

Staff Responsible for Monitoring: Administrators
Teachers
Instructional Specialist

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements:
Student Achievement 1
Curriculum, Instruction, and Assessment 1

Funding Sources:
State Comp Ed $43,340

Formative	Summative
Oct	May
Jan	
Mar	

Strategy 3: Principal will implement Professional Learning Communities (PLCs) where teams implement the Data-Driven Instructional process, develop TEKS knowledge (Know/Show charts), implement the coaching model of Observation/Feedback, and plan for student mastery of learning objectives through a personalized learning path.

Strategy's Expected Result/Impact: Increase in SCAs and EOY MAP assessment

Staff Responsible for Monitoring: Administrators
Instructional Specialist

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements:
Curriculum, Instruction, and Assessment 1

Funding Sources:
Local

Formative	Summative
Oct	May
Jan	
Mar	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Student Achievement

Problem Statement 1: Zavala students lack emergent literacy skills and have large literacy gaps according to IStation data. **Root Cause:** Lack of rigorous Tier 1 instruction including low level questioning, student accountability and teachers with less than 5 years experience in need of ongoing training.

Curriculum, Instruction, and Assessment

Problem Statement 1: There is a lack of consistent progress in the area of student achievement in reading levels and math from classrooms and grade levels. **Root Cause:** Lack of effective data monitoring that lead to adjustments in Tier 1 whole group, small group and individual instruction.

Campus Funding Summary

Local					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	4	2			$0.00
1	4	3			$0.00
2	1	1			$0.00
3	2	3			$0.00
				Sub-Total	$0.00

State Comp Ed					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	4	4			$1,891.00
1	4	5			$1,500.00
3	2	2			$43,340.00
				Sub-Total	$46,731.00

Title One School-wide					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1			$0.00
1	2	1			$0.00
1	3	1			$0.00
1	4	1			$0.00
3	1	1			$0.00
3	2	1			$0.00
				Sub-Total	$0.00
				Grand Total	$46,731.00

Addendums

Ector County Independent School District

Bonham Middle School

Improvement Plan

2020-2021

Accountability Rating: F

Board Approval Date: August 25, 2020
Public Presentation Date: September 15, 2020

Mission Statement

Everyday, Bonham Middle School is committed to providing a safe and healthy environment, where we will work collaboratively to ensure the social, emotional, physical and academic growth necessary for students to become responsible citizens and lifelong learners.

Vision

Motivate, Empower, Inspire...Repeat

Core Beliefs

At Bonham Middle School we believe:

that all students, staff and parents will operate within a culture of collaboration.

in forging and nurturing positive and healthy relationships.

in using differentiated instruction and in creating a culturally responsive environment for all learners.

in challenging and inspiring every student to engange in innovative learning experiences while striving for new knowledge.

in providing our students with the necessary tools to successfully navigate life.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Bonham Middle School is a 6-8 campus located in Ector County Independent School District which serves the city of Odessa, TX. The student population is currently 1075 students. According to TXSchools.gov (July 12, 2020), the campus is 75.5% Hispanic, 16.9% White, 5.8% African American, 0.7% two or more races, and 0.8% Asian. Our Economically Disadvantaged Population in 56.6%, our English Learner population is 15.2%, our Gifted and Talented population is ?, and our Special Education population is 9.8%. Our student body is comprised of about 51% female and 49% male.

The population of beginning 2017 was enrollment of 750 and increased by end of year to 900. Beginning 2018 enrollment was 1070 and has maintained this throughout the 2019-2020 school year.

Demographics Strengths

For the 2020-2021 enrollment at Bonham MS is expected to be 1076. It has held steady for the past year. However, we have added an appropriate number of staff members to accommodate the additional students as enrollment has increased drastically in the past 3 years. Additionally, in the face of COVID-19, the district has granted one long-term sub for every 500 students, thus giving us an opportunity to better meet the needs of all learners.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Lack of quality social and emotional interactions based on student's needs. **Root Cause:** As the needs of students changed, the staff did not adapt to meet those needs.

Problem Statement 2 (Prioritized): SpED population of students are performing over 30 percentage points lower than all students when considering all test all students. **Root Cause:** The lack of providing streamlined content specific support

Student Achievement

Student Achievement Summary

Bonham Middle School Student Achievement Data

Subject Area	STAAR Data May 2016	STAAR Data May 2017	STAAR Data May 2018			STAAR Data May 2019			Spring Benchmark 2020		
	Approaches	Approaches	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
Grade 6 Math	34%	52%	65%	23%	5%	56%	20%	7%	*	*	*
Grade 6 Reading	35%	40%	49%	17%	7%	42%	15%	5%	41%	17%	6%
Grade 7 Math	28%	**38%**	48%	16%	5%	57%	25%	7%	44%	13%	2%
Grade 7 Reading	49%	48%	51%	26%	15%	54%	23%	6%	45%	18%	8%
Grade 7 Writing	49%	42%	50%	25%	7%	49%	20%	5%	34%	11%	1%
Grade 8 Math	59%	53%	55%	12%	2%	75%	32%	5%	31%	9%	7%
Grade 8 Reading	78%	72%	73%	26%	12%	67%	31%	14%	52%	24%	11%
Grade 8 Science	64%	59%	61%	29%	10%	67%	31%	8%	*	*	*
Grade 8 Social Studies	31%	39%	35%	9%	2%	42%	14%	6%	33%	10%	1%
Algebra I	96%	100%	100%	61%	42%	100%	86%	53%	96%	61%	34%

When comparing 2019 scores to the state averages, we scored below the state in all tested subjects. This indicates a need for increasing teacher capacity in differentiation, progress monitoring and data-driven instruction. Data must be used to pinpoint specific needs in a timely manner. Consistent implementation of English Language Proficiency strategies will continue to be a focus in 2020-2021. We will conduct intentional traning to increase teacher understanding of the Texas English Language Prociency Assessment System (TELPAS) process and the importance of TELPAS testing. Increased teacher training in the areas of English Learner and SpED accommodations and modifications will take place.

Due to lack of state teting in Spring of 2020 the data set used to show approximation of progress is the Spring State of Texas Assessments of Academic

Readiness (STAAR) Benchmark which shows need for continued support in Tier 1 Instrution for Bonham to continue to improve and show gains across the board. In 2020-2021 we need to show improvement in students showing Meets and Masters across all student groups all tests.

Student Achievement Strengths

The 2018 Cohort of 6th grade students improved from 49% approaches to 54% Approaches by the time they reached grade 7 in reading. Those students then scored 52% on Spring Benchmark admininistered in Feb 2020. The increase went from 20% Meets on the 2019 STAAR to 24% Meets on the Spring 2020 Benchmark and 6% Masters on Spring 2019 STAAR to 11% Masters on the Spring 2020 Benchmark. These students have increased achievement each year as a Cohort.

Algebra 1 Scores showed the trend for success from Spring 2019 to Spring 2020 with 100% of students scoring Approaches on STAAR 2019 and with Benchmark in Spring 2020 96% with 4 months left of instruction before planned EOC.

TELPAS increased in numbers of students scoring Adcanced High in 2018-2019 of 1.54 in 6th grade to 10% in 2019-2020 as the COHORT advanced to 7th grade.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): Lack of quality TIER 1 instruction resulted in poor student performance of all sub pops in all core areas. **Root Cause:** Lack of focus on students achieving at high levels, data-driven instruction and teacher development.

Problem Statement 2 (Prioritized): Lack of focused intervention, data collection and progress monitoring of identified students. **Root Cause:** Inability to identify individual students from Domain 3 who did not show growth and provide adequate intervention that allows proficiency in closing the achievement gap.

School Culture and Climate

School Culture and Climate Summary

As we transition to a Hybrid A/B school, we will focus on Safety, Culture, Equitable Practices and Quality Instruction, and Community for the 2020-2021 school year. New teachers will be assigned a mentor, to grow quality teachers. We will develop and incorporate systemic processes to include restorative discipline strategies and to incentivize for teachers and students.

As a campus we have taken significant steps to re-brand our campus' culture and climate. We will revise our mission, and develop a vision, and core beliefs. Creating a set of core values gives BMS the opportunity to frame all decisions and discussions from an agreed understanding. Our teachers and staff will be able to contribute to our campus culture by participating in this proces during teacher Professional Development.

We have established grade level offices with one clerk assigned to one assistant principal to provide better customer service to all stakeholders in the school. We have established teacher and staff standard operating procedures which outlines clear and precise expectations that pertains to everyday worl and expectations. We will established a Discipline Management Committee to enhance school wide systems to build a consistent discipline system that will .

We will create an internal climate surevey to collect data and trends.

School Culture and Climate Strengths

Established core beliefs to guide our climate and culture. We have a culture and climate implementation plan to ensure we reinforce and recognize educators for their work and effort. Standard operating procedures.

Bonham plans to build on the strengths of the current climate and culture to create and sustain a climate of healthy and strong interactions between staff, students and families. We will implement Standard Operating Procedures to help reinforce and strengthen work and effort school wide. Although Bonham has glimpses of successes for strong staff climate and culture, we will need to continue to implement processes and procedures for systemic change.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1 (Prioritized): Did not have an established vision or core beliefs **Root Cause:** Leadership Transition

Problem Statement 2 (Prioritized): School climate and culture are not conducive for learning. **Root Cause:** No Standard Operating Procedures (SOP) are

in place to drive work and effort.

Problem Statement 3 (Prioritized): No climate survey in place to evaluate trends of campus climate and culture **Root Cause:** No climate survey created and campus or district level

Problem Statement 4 (Prioritized): Lack of behavior management impacts the learning experience. **Root Cause:** No discipline management committee to monitor trends and address campus-wide concerns.

Problem Statement 5 (Prioritized): 11% of ISS and OSS placements were assigned to AA students that make up (6%) of the school's population **Root Cause:** Lack of unconcious bias training and restorative discipline training.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

New Teachers to the BMS family must attend the district's New Teacher Academy. ECISD has adopted a policy to fill shortages with aspiring teachers, that are working towards certification, so long as they attend and pass OPT Odessa Pathway to Teaching. Bonham is taking advantage of the State's waiver which allows candidates with a bachelores degree to teach on a school district teaching permit.

The district continues to offer multiple opportunities to receive tiered professional learning at the district level. At BMS, our Campus Academic Leadership team will imbed professional learning opportunities throughout the school year specifically designed for new teacher needs.

New teacher mentorship program was implemented district-wide to support new teachers by pairing each teacher who is new to the profession or new to the district with a teacher with three or more years experience. During this time, teachers reflect on progress and become proficient in district expectations.

Professional learning is based on the needs of our campus as identified by the campus improvement plan and data walks. Professional learning opportunities will be provided by our own teacher leaders, campus administrators, and district personnel. In addition to our professional learning, daily PLC meetings will help to reinforce professional development and district initiatives that are crucial to student success.

In preperation of the 2020-2021, we know that instruction is going to be differnt. The professional learning is targeted to prepare teacher for sychronous, asychronous and remote learning to ensure students are receiving an equitable and quility learning experience.

District has eliminated the longterm substitute position and created instructional facilitators to increase the quality to Tier 1 instruction, which also includes creative staffing options.

Based on the data from the 2018-2019 TAPR:

Total Educational Staff - 59.1

Beginning Teachers - 26.6%

1-5 Years Teaching Experience - 34.9%

6-10 Years Teaching Experience - 13.2%

11-20 Years Teaching Experience - 15.1%

Over 20 Years Teaching Experience - 10.2%

African America Teachers - 3.4%

Hispanic Teachers - 23.4%

White Teachers - 69.8%

Two or More Races - 3.4%

Male Teachers - 30.3%

Female Teachers - 69.7%

Student/Teacher Ratio - 18.2 to 1

Staff Quality, Recruitment, and Retention Strengths

The campus has 3 APs that serve as Instructional Leaders, an Instructional Services Director (ISD), Instructional coaches for all core areasand New teacher mentors to help grow our teachers. Campus leaders constantly seeking multiple HR sites to recruit, hire and train staff. On-going Campus and district PD occur to grow and strenghten our staff members. Daily PLCs for Math and ELAR will be extended to include science and social studies. Campus Leadership Teams will include department heads and/or campus leaders. Surveys will be sent to all BMS staff, parents, community members periodically to assess the culture and to quickly meet the needs of the BMS family.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1 (Prioritized): Limited opportunities for planned training on high quality instructional strategies. (PLC,Lead4ward, Sheltered Instruction) **Root Cause:** Lack monitoring of teacher professional development needs and lack of focused intervention, data collection, and progress monitoring of identified students.

Problem Statement 2 (Prioritized): Lack of highly qualified teachers in all classrooms **Root Cause:** Lack of recruiting and development of quality

teachers

Problem Statement 3 (Prioritized): Staff turn-over has consistently risen over the past years. **Root Cause:** Must be able to retain quality teaching and administrative staff to promote consistency around the campus.

Problem Statement 4 (Prioritized): Lack of clear roles and responsibilities for campus leaders and staff **Root Cause:** No evaluation system in place for campus leaders

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

The data indicates a need for increasing teacher capacity in Tier 1 instruction. Data must be used to pinpoint specific needs in a timely manner. Relay Graduate School Methods for "Getting Better Faster" were on the beginning stages of implementation with building capacity through PLCs

Data shows that the gap between sub-populations continues to widen, thus keeping our campus in improvement required status for the 4th consectutive year. We must monitor sub groups regularly. During PLCs we will train leaders and teachers on the observation feedback process through weekly data meetings. During these meetings we will address what we want student to know and learn, how will we get them there and what we do when they do not master and/or show growth.

6th grade Math implemented Teach to One as an instructional model and management program which provided individual targeted lessons for students and data to drive daily instruction. This model will continue in 2020-2021 for 6th and 7th grade students. Consistent implementation of ELPS strategies will continue to be a focus in 2019-2020 as well as increasing teacher understanding of the TELPAS process and the importance of TELPAS testing. Increased teacher training in the areas of accommodations and modifications will take place. BMS is using district created lesson plans, TEKS Resource, as well as the PLC process and Data Driven Instruction to improve Tier 1 instruction. We wil use district short cycled assessments and campus based assessments for formative data to inform and change instruction.

We took District Based Benchmark which consisted of STAAR released questions for math and reading. We use data from Teach To One assessments and Measure of Academic Progress (MAP) testing to show data for 6th grade and will begin this with 7th grade in 2020-2021. Students were placed in 90-minute blocks in 6th grde instruction in 2019-2020 and both 6th and7th grade will be in block 90-minute classes to accomodate the TTO model in 2020-2021.

Campus taking paper STAAR released tests.

Core teachers meet daily in PLCs to review data, create Exemplars, Know and Show charts and develop lesson plans based on this data. These lessons are evaluated daily for effectiveness using Agressive MOnitoring. This process was implemented in Spring 2020 in Math and Reading and will be continued in all core areas in 2021.

Guided reading in 6th and 7th grade with students in a 90-minute reading block was implemented in 2019-2020 with support from Instructional Coaches in the fall and increased support from disctrict personel in Spring. These groups followed district provided lessons and used the Fountas and Pinnel Balanced Literacy and Level Literacy Insstrction model. This will be continued in 2021 with support from a dedicated Reading Instrtuctional Coach.

In 2018-19 Avid Excel was implemented with our EL population and incorporated in to our EL curriculum, in 2019 these students continued to participate in AvidExcel in addition to their English/Reading classes. in 2021 we will expand Avid Excel to include 6th grade and 7th grade students, and our 8th grade students will move from Avid Excel to Tradition Avid Elective class.

Curriculum, Instruction, and Assessment Strengths

We have two Instructional Coaches who coach teachers in Math and Reading grades 6-8 and provided curriculum support includeing but not limited to planning, modeling and co-teaching with teachers. These Instructional Coaches will continue to support teachers in 2020-2021 as well as assist in PLC facilitation and Data Driven Instruction according to Relay.

In Fall of 2019 training was provided for Core subject teachers in the PLC method and Data driven instruction. Data was used to determine reteach standards. Teachers were led to implement a model or guided recourse method of reteach within the ELAR departement. Agressive MOnitoring was implemented in Spring of 2020 and daily observation and check list data was showing increased engagement with students when teachers used with fidelity.

We increased our PLC model to include PLCs daily and showed marked improvement in the understanding of the PLC process.

RTI was included within the school day with the master built to include this as a class. Students were assigned an intervnetion class based on the Campus and Short Cycle Assessments. These were taught around highly tested and high need standards.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): Lack of quality TIER 1 instruction resulted in poor student performance of all sub pops in all core areas. **Root Cause:** Teacher development and lack of highly qualified teachers with adequate content background.

Problem Statement 2 (Prioritized): Several sub-populations from Domain 3 did not show growth thus widening the achievement gap. **Root Cause:** Lack of focused intervention, data collection, and progress monitoring of identified students

Parent and Community Engagement

Parent and Community Engagement Summary

Online registration now allows our parents to register all their children form the comfort of their home and Parent Portal provides our parents with instantious access to students grades and progress.

Bonham continue to build on current communication methods to keep parents and community informed on a consistent basis. The current modes of communication include: call outs, social media and website. We will add a parent newsletter to current modes. In an effort to reach all stakeholders, we will include spanish and english translated media. A BMS homepage, that will continously provide updated information that concerns our BMS family and community. Our social media accounts on tweeter and facebook, provide yet another platform for all of our stakeholders to stay in touch and informed.

Furthermore, we will increase the number of parents, teachers, and community representation at our Campus Improvment Team (CIT). We will continue to transform the SBDM committee into a more community based collaborative effort.

Additionally, in conjunction with the support of ECISD Technology department, parents can take advantage of the Registration Road Show, The Road Show takes technology and help directly into BMS neighborhood grocery parking lots, for our parent's convenience. BMS is making intentional efforts to reduce language barriers by providing communication in the family's native language.

Parent and Community Engagement Strengths

We have partnership with Communities in Schools who serves as a laison between families and community resources to meet basic and extensive needs. Through Education Foundation, BMS is able to connect at risk students with prominent comminity leader in a mentorship program. BMS used Voluntees in Public School (VIPS) to help with school events and activities.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): Lack of effective and timely communication with families and the community **Root Cause:** Inconsistent expectations and communication methods

Problem Statement 2 (Prioritized): Lack of consistency in community and parental involvement **Root Cause:** Lack of opportunities for community involvement

School Context and Organization

School Context and Organization Summary

Bonham Marsh Middle School is organized into an nine-period day. Each class period is approximately 45 minutes in length. Students are expected to transition between each class with five minutes designated as a their "passing period". The campus organizational leaders are as follows: one principal, three assistant principals, one instructional director, tow instructional specialists, three counselors, one diagnostician, one librarian, one district police office, one nurse and two communities in schools representatives There are 71 teachers, 12 paraprofessionals, and approximately 1075 students currently enrolled. We currently have six department chair is scheduled to meet monthly to build capacity amongst each team. We also have two specialized learning students for students receiving special services.

All Core Teachers (ELA, Math, Science and Social Studies) have time to meet with their department during the school day in a professional learning community. During this time, teachers lesson plan and/or receive pertinent professional learning from district and campus administrators, department chairs, or other teachers. Core area teachers meet each day during the school day to collaborate on topics such as student success rate, disaggregation of data, research-based instructional strategies, as well as participate in job-embedded professional learning opportunities. This is expecially helpful to build and promote a culture of collaboration, growth mindset and becoming a life-long learner to enhance the district's student-centered philosophy. Our 6th and 7th Grade Math and ELA (Reading/Writing) classes are blocked so that students can extend learning with the same teacher. In addition our master schedule has been purposely redesigned to ensure that every student is where they are supposed to be at the designated time.

The bell scheduled has been reformatted to allow for staggered release by grade-level to reduce the number of students in the hall to meet social distancing requirements. We have also built time for Social Emotional Learning into the school day to address the diverse needs of our students.

The principal participates in a district-level leadership meetings once a month as a collective group in order to bolster the culture of collaboration across the district.

The Campus Improvement Team (CIT) committee will begin meeting monthly to discuss decisions about the campus such as budgeting, scheduling, and campus improvement strategies. This committee consists of campus personnel, community members, parents, and business persons.

School Context and Organization Strengths

Professional Learning Communities (PLCs) are scheduled during the instructional day along with common planning for each grade level.

Instructional Services Director and the Instrcutional Specialist facilitate and support PLC's

Bell schedule that maximizes instruction and social emotional development time.

CIT committee to make decisions allowing growth to be a collaborative process.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1 (Prioritized): Master schedule design did not create the most efficient school process **Root Cause:** Lack of time and attention devoted to the construction of the master schedule

Problem Statement 2 (Prioritized): School-wide systems not in place to make teaching and learning a priority. **Root Cause:** Lack of school-wide systems overall.

Technology

Technology Summary

Training has been revised from a traditional face to face model to a virtual modal for students and staff.

The Campus received much needed upgrade in wifi and wiring through out the building.

The campus received 3 mobile carts with 30 chrome books each in Fall of 2018. 6th Reading use the cart mostly for iStation and research purposes.

BMS will utilize the one to one model to enhance equitable education for all students.

The campus received 10 mobile carts with 30 chrome books each in February 2019. This allowed campus to more effificiently administer the Feb STAAR interim test which is a computer test.

Moving forward we will be able to collect data on our effectiveness on the use of technology and how it enhances student achievment and quality instruction.

Technology Strengths

The addition of 10 Chrome Book mobile carts, equalling 300 student computer chrome books, allowed students more access to istation and research activities.

Problem Statements Identifying Technology Needs

Problem Statement 1 (Prioritized): Lack of quality TIER 1 instruction resulted in poor student performance of all sub pops in all core areas. **Root Cause:** Lack of quality TIER 1 classroom instruction prevented students from showing the type of growth needed to level up and meet state progress measures for academic growth.

Problem Statement 2 (Prioritized): Identify individual students from Domain 3 who did not show growth and are not receiving adequate intervention that allows proficiency gap closure. **Root Cause:** Lack of focused intervention, data collection, and progress monitoring of identified students

Problem Statement 3 (Prioritized): Limited access to technology for students **Root Cause:** Lack of broadband access to all students

Problem Statement 4 (Prioritized): Lack of utilization of technology to enhance instruction **Root Cause:** Lack of teacher training, and lack of monitoring

Priority Problem Statements

Problem Statement 1: Lack of quality social and emotional interactions based on student's needs.

Root Cause 1: As the needs of students changed, the staff did not adapt to meet those needs.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Lack of quality TIER 1 instruction resulted in poor student performance of all sub pops in all core areas.

Root Cause 2: Lack of focus on students achieving at high levels, data-driven instruction and teacher development.

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: SpED population of students are performing over 30 percentage points lower than all students when considering all test all students.

Root Cause 3: The lack of providing streamlined content specific support

Problem Statement 3 Areas: Demographics

Problem Statement 4: Lack of focused intervention, data collection and progress monitoring of identified students.

Root Cause 4: Inability to identify individual students from Domain 3 who did not show growth and provide adequate intervention that allows proficiency in closing the achievement gap.

Problem Statement 4 Areas: Student Achievement

Problem Statement 5: School climate and culture are not conducive for learning.

Root Cause 5: No Standard Operating Procedures (SOP) are in place to drive work and effort.

Problem Statement 5 Areas: School Culture and Climate

Problem Statement 6: Did not have an established vision or core beliefs

Root Cause 6: Leadership Transition

Problem Statement 6 Areas: School Culture and Climate

Problem Statement 7: Limited access to technology for students

Root Cause 7: Lack of broadband access to all students

Problem Statement 7 Areas: Technology

Problem Statement 8: Lack of utilization of technology to enhance instruction

Root Cause 8: Lack of teacher training, and lack of monitoring

Problem Statement 8 Areas: Technology

Problem Statement 9: School-wide systems not in place to make teaching and learning a priority.

Root Cause 9: Lack of school-wide systems overall.

Problem Statement 9 Areas: School Context and Organization

Problem Statement 10: Lack of effective and timely communication with families and the community

Root Cause 10: Inconsistent expectations and communication methods

Problem Statement 10 Areas: Parent and Community Engagement

Problem Statement 11: Limited opportunities for planned training on high quality instructional strategies. (PLC,Lead4ward, Sheltered Instruction)

Root Cause 11: Lack monitoring of teacher professional development needs and lack of focused intervention, data collection, and progress monitoring of identified students.

Problem Statement 11 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 12: Lack of highly qualified teachers in all classrooms
Root Cause 12: Lack of recruiting and development of quality teachers
Problem Statement 12 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 13: Lack of quality TIER 1 instruction resulted in poor student performance of all sub pops in all core areas.
Root Cause 13: Teacher development and lack of highly qualified teachers with adequate content background.
Problem Statement 13 Areas: Curriculum, Instruction, and Assessment

Problem Statement 14: Several sub-populations from Domain 3 did not show growth thus widening the achievement gap.
Root Cause 14: Lack of focused intervention, data collection, and progress monitoring of identified students
Problem Statement 14 Areas: Curriculum, Instruction, and Assessment

Problem Statement 15: Lack of clear roles and responsibilities for campus leaders and staff
Root Cause 15: No evaluation system in place for campus leaders
Problem Statement 15 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 16: Staff turn-over has consistently risen over the past years.
Root Cause 16: Must be able to retain quality teaching and administrative staff to promote consistency around the campus.
Problem Statement 16 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 17: No climate survey in place to evaluate trends of campus climate and culture

Root Cause 17: No climate survey created and campus or district level

Problem Statement 17 Areas: School Culture and Climate

Problem Statement 18: Master schedule design did not create the most efficient school process

Root Cause 18: Lack of time and attention devoted to the construction of the master schedule

Problem Statement 18 Areas: School Context and Organization

Problem Statement 20: Lack of quality TIER 1 instruction resulted in poor student performance of all sub pops in all core areas.

Root Cause 20: Lack of quality TIER 1 classroom instruction prevented students from showing the type of growth needed to level up and meet state progress measures for academic growth.

Problem Statement 20 Areas: Technology

Problem Statement 21: Identify individual students from Domain 3 who did not show growth and are not receiving adequate intervention that allows proficiency gap closure.

Root Cause 21: Lack of focused intervention, data collection, and progress monitoring of identified students

Problem Statement 21 Areas: Technology

Problem Statement 22: Lack of behavior management impacts the learning experience.

Root Cause 22: No discipline management committee to monitor trends and address campus-wide concerns.

Problem Statement 22 Areas: School Culture and Climate

Problem Statement 23: Lack of consistency in community and parental involvement

Root Cause 23: Lack of opportunities for community involvement

Problem Statement 23 Areas: Parent and Community Engagement

Problem Statement 24: 11% of ISS and OSS placements were assigned to AA students that make up (6%) of the school's population

Root Cause 24: Lack of unconcious bias training and restorative discipline training.

Problem Statement 24 Areas: School Culture and Climate

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Alternative Education Accountability (AEA) data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Student Success Initiative (SSI) data for Grades 5 and 8

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- Career and Technical Education (CTE), including coherent sequence coursework aligned with the industry-based certifications, program growth and student achievement by race, ethnicity, and gender data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Class size averages by grade and subject
- School safety data

- Enrollment trends

Employee Data

- State certified and high quality staff data
- Campus leadership data
- Professional development needs assessment data
- TTESS data

Goals

Goal 1: Foundational Excellence: Bonham Middle School (BMS) will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 1: BMS will ensure efficient systems and procedures are in place to increase safety by reducing the number of discipline infractions by 20% and productivity by creating a campus leadership team and a crisis management team to meet the needs of all stakeholders.

Evaluation Data Sources: Parent/Student/Staff Surveys
Safety Drills, Updated Emergency Operations Plan
STAAR Data
Growth Tracker
Discipline and Attendance Data

Summative Evaluation: None

Strategy 1: BMS will create and implement a master schedule conducive to high levels of productivity and with minimum to no errors.

Strategy's Expected Result/Impact: Reduce the number of schedule changes in the first few weeks of school (in a traditional school setting).

Staff Responsible for Monitoring: Principal
Counselors
Instructional Services Director

Title I Schoolwide Elements: None

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Problem Statements:
School Context and Organization 1

Funding Sources:
None

Formative	Summative
Oct	May
Jan	
Mar	

Strategy 2: BMS will continue to focus on student /staff safety on the school campus and functions through active, preventative measures, Emergency Operations plan, and Safety Drills.

Strategy's Expected Result/Impact: Staff and students will understand and follow proper fire, tornado, lock-down and bus evacuation procedures.

Staff Responsible for Monitoring: Principal, Assistant Principals, Teachers, Counselors, ISD

Title I Schoolwide Elements: None

TEA Priorities: None

ESF Levers: Lever 3: Positive School Culture

Problem Statements:
School Context and Organization 2

Funding Sources:
None

Formative
Oct
Jan
Mar
Summative
May

Strategy 3: BMS will implement school culture routines to help safeguard students and staff, and ensure social distancing measures are followed.

Strategy's Expected Result/Impact: Reduce the spread of COVID-19 throughout the campus.

Staff Responsible for Monitoring: Principal, ISD, Assistant Principals, Teachers, Custodians

Title I Schoolwide Elements: None

TEA Priorities: None

ESF Levers: Lever 3: Positive School Culture

Problem Statements:
School Context and Organization 2

Funding Sources:
None

Formative
Oct
Jan
Mar
Summative
May

Strategy 4: BMs will assemble a Discipline Management Committee to regularly monitor data to revise discipline practices that will reduce disproportional in-school and out of school placements.

Strategy's Expected Result/Impact: Reduce the number of Level 3 and 4 infractions.
Reduce the disproportional statistics of student discipline consequences by sub-population

Staff Responsible for Monitoring: Principal
Discipline Management committee
Assistant Principals

Title I Schoolwide Elements: None

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Problem Statements:
School Culture and Climate 4, 5

Funding Sources:
None

Formative	Summative
Oct	May
Jan	
Mar	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

School Culture and Climate

Problem Statement 4: Lack of behavior management impacts the learning experience. **Root Cause:** No discipline management committee to monitor trends and address campus-wide concerns.

Problem Statement 5: 11% of ISS and OSS placements were assigned to AA students that make up (6%) of the school's population **Root Cause:** Lack of unconcious bias training and restorative discipline training.

School Context and Organization

Problem Statement 1: Master schedule design did not create the most efficient school process **Root Cause:** Lack of time and attention devoted to the construction of the master schedule

Problem Statement 2: School-wide systems not in place to make teaching and learning a priority. **Root Cause:** Lack of school-wide systems overall.

Performance Objective 2: BMS will implement a robust learning platform to ensures that 100% of students are connecting academically and have access to equitable learning experiences.

Evaluation Data Sources: Attendance
Grading Cycles
Frequent contact
Packets for remote learner with no internet
Hydrid A/B model
Remote synchronous and Asynchronous learning opportunities

Summative Evaluation: None

Strategy 1: ECISD will provide every student with a device to be able to engage in quality instruction from any location.

Strategy's Expected Result/Impact: Increase the percentage of students who are participating in remote learning.
Minimize the achievement gap.

Staff Responsible for Monitoring: Assistant principal, principal, and dept chair

Title I Schoolwide Elements: None

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Problem Statements:
Technology 3, 4

Funding Sources:
None

Formative
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Strategy 2: Design and implement a process to ensure effective remote learning.

Strategy's Expected Result/Impact: All teachers are able to conduct effective remote learning in the event of a school closure.

Staff Responsible for Monitoring: Campus Leaders

Title I Schoolwide Elements: None

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 5: Effective Instruction

Problem Statements:
Technology 4

Funding Sources:
None

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Technology

Problem Statement 3: Limited access to technology for students **Root Cause:** Lack of broadband access to all students

Problem Statement 4: Lack of utilization of technology to enhance instruction **Root Cause:** Lack of teacher training, and lack of monitoring

Performance Objective 3: At BMS 100% of all staff will attend the Unconcious Bias training to implement and integrate SEL initiatives for all stakeholders

Evaluation Data Sources: Improve student culture and climate

Summative Evaluation: None

Strategy 1: BMS will create systemic change by creating a shared vision and programming around the importance of Social Emotional Learning (SEL).

Strategy's Expected Result/Impact: Increase student achievement

Staff Responsible for Monitoring: Counselors
SAS Counselors
Principal

Title I Schoolwide Elements: None

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Problem Statements:
Demographics 1
School Culture and Climate 1

Funding Sources:
None

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Strategy 2: Social workers and specialists will provide interventions to help remove barriers to school attendance and success. The counseling staff will provide direct interventions to 70% of parents of students with 10 or more unexcused absences and those students on the drop out list. Interventions will be documented in Eduphoria.

Strategy's Expected Result/Impact: Increased attendance
Reduced Student apathy

Staff Responsible for Monitoring: Assistant Principals
Clerks
Counselors
SAS counselors

Title I Schoolwide Elements: None

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Problem Statements:
Demographics 1
School Culture and Climate 3

Funding Sources:
None

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Strategy 3: BMS will reach out to local entities to build new partner relationships and strengthen long-standing relationships.

Strategy's Expected Result/Impact: Improved SEL experiences for all learners
Improved community-school relations and increased community engagement.

Staff Responsible for Monitoring: Counselors
SAS Counselors
Community In School Counselors

Title I Schoolwide Elements: None

TEA Priorities: None

ESF Levers: None

Problem Statements:
Demographics 1

Funding Sources:
None

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Demographics

Problem Statement 1: Lack of quality social and emotional interactions based on student's needs. **Root Cause:** As the needs of students changed, the staff did not adapt to meet those needs.

School Culture and Climate

Problem Statement 1: Did not have an established vision or core beliefs **Root Cause:** Leadership Transition

Problem Statement 3: No climate survey in place to evaluate trends of campus climate and culture **Root Cause:** No climate survey created and campus or district level

Performance Objective 4: BMS will increase communication with families by 60% using multiple mediums based on the priorities identified in ECISD's Strategic Plan, The Future is Now.

Evaluation Data Sources: Monitor communication through different mediums

Summative Evaluation: None

Strategy 1: Communicate regularly with all stakeholders using all communication mediums: robo-calls, email, phone calls, social media, newsletters, and face-to-face.

Strategy's Expected Result/Impact: Increased communication and parental involvement in activities, events and academics.

Staff Responsible for Monitoring: Principal, ISD, Assistant Principals, Teachers

Title I Schoolwide Elements: None

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction

Problem Statements:
Parent and Community Engagement 1

Funding Sources:
None

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Strategy 2: BMS will develop a vision, mission and core beliefs that considers academic goals, the diversity of student needs, expectations for low-performing schools, and a desire for continuous improvement.

Strategy's Expected Result/Impact: Create a Vision, Mission and Core Belief to communicate the all stakeholders establish a brand for BMS

Staff Responsible for Monitoring: Principal

Title I Schoolwide Elements: None

TEA Priorities: None

ESF Levers: None

Problem Statements:
School Culture and Climate 1
Parent and Community Engagement 1

Funding Sources:
None

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 No Progress Accomplished Continue/Modify Discontinue

School Culture and Climate

Problem Statement 1: Did not have an established vision or core beliefs **Root Cause:** Leadership Transition

Parent and Community Engagement

Problem Statement 1: Lack of effective and timely communication with families and the community **Root Cause:** Inconsistent expectations and communication methods

Goal 2: Invest in Talent: Bonham Middle School (BMS) will recruit, develop and retain highly-effective individuals who are invested in looking at tomorrow to inform their practices today.

Performance Objective 1: BMS leaders will implement targeted and personalized coaching strategies to develop and retain from 63% to 75% of high- quality staff.

Targeted or ESF High Priority

Evaluation Data Sources: Texas Teachers Evaluation and Support System (T-TESS)
Staff Retention Rates
STAAR Data
STRIVE Classroom Observations
Weekly Data Meetings
Staff Exit Survey Data
Staffing Report

Summative Evaluation: None

Strategy 1: BMS will use T-TESS to develop quality teachers.

Strategy's Expected Result/Impact: Improve Tier I instruction
Improve Student achievement

Staff Responsible for Monitoring: Principal
Assistant Principals
Instructional Specialist

Title I Schoolwide Elements: None

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Effective, Well-Supported Teachers

Problem Statements:
Staff Quality, Recruitment, and Retention 2
Curriculum, Instruction, and Assessment 1

Funding Sources:
None

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Strategy 2: BMS will use the "Get Better Faster" RELAY observation feedback model to regularly coach teachers and provide timely feedback.

Strategy's Expected Result/Impact: Increase teacher retention, Improve Tier 1 Instruction, retain highly qualified teachers and student progress growth

Staff Responsible for Monitoring: Principal
Assistant Principals
Instructional Specialist
Department Chairs

Title I Schoolwide Elements: None

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Effective, Well-Supported Teachers

Problem Statements:
Curriculum, Instruction, and Assessment 1, 2

Funding Sources:
None

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Strategy 3: Teachers new to BMS and ECISD will participate in a teacher mentor program.

Strategy's Expected Result/Impact: Reduce the teacher attrition rate by 50%

Staff Responsible for Monitoring: Principal, Assistant Principals, and Instructional Services Director

Title I Schoolwide Elements: None

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Effective, Well-Supported Teachers

Problem Statements:
Staff Quality, Recruitment, and Retention 1, 3

Funding Sources:
None

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Strategy 4: Teachers new to BMS will attend CHAMPS training.

Strategy's Expected Result/Impact: Improve classroom management and increase learning time

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Services Director, and Instructional specialists

Title I Schoolwide Elements: None

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 5: Effective Instruction

Problem Statements:
School Culture and Climate 2, 4

Funding Sources:
None

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No Progress	Accomplished	Continue/Modify	Discontinue

School Culture and Climate

Problem Statement 2: School climate and culture are not conducive for learning. **Root Cause:** No Standard Operating Procedures (SOP) are in place to drive work and effort.

Problem Statement 4: Lack of behavior management impacts the learning experience. **Root Cause:** No discipline management committee to monitor trends and address campus-wide concerns.

Staff Quality, Recruitment, and Retention

Problem Statement 1: Limited opportunities for planned training on high quality instructional strategies. (PLC,Lead4ward, Sheltered Instruction) **Root Cause:** Lack monitoring of teacher professional development needs and lack of focused intervention, data collection, and progress monitoring of identified students.

Problem Statement 2: Lack of highly qualified teachers in all classrooms **Root Cause:** Lack of recruiting and development of quality teachers

Problem Statement 3: Staff turn-over has consistently risen over the past years. **Root Cause:** Must be able to retain quality teaching and administrative staff to promote consistency around the campus.

Curriculum, Instruction, and Assessment

Problem Statement 1: Lack of quality TIER 1 instruction resulted in poor student performance of all sub pops in all core areas. **Root Cause:** Teacher development and lack of highly qualified teachers with adequate content background.

Problem Statement 2: Several sub-populations from Domain 3 did not show growth thus widening the achievement gap. **Root Cause:** Lack of focused intervention, data collection, and progress monitoring of identified students

Performance Objective 2: For the 2020-2021 school year, BMS will be 100% staffed with teachers who at the minimum have a bachelor's degree and/or are enrolled in a alternative teaching program.

Targeted or ESF High Priority

Evaluation Data Sources: Staffing models
Equity Plan
Opportunity Culture
Teacher Incentive Allotment designations
Staffing/Payroll Reports

Summative Evaluation: None

Strategy 1: BMS will utilize a clear selection criteria, protocols and hiring process aligned with the school's vision, mission values and goals.

Strategy's Expected Result/Impact: Fully staffed with qualified teachers and aides

Staff Responsible for Monitoring: Principal and Instructional Services Director

Title I Schoolwide Elements: None

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Effective, Well-Supported Teachers

Problem Statements:
Staff Quality, Recruitment, and Retention 2

Funding Sources:
None

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May

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Staff Quality, Recruitment, and Retention

Problem Statement 2: Lack of highly qualified teachers in all classrooms **Root Cause:** Lack of recruiting and development of quality teachers

Performance Objective 3: All BMS campus leaders will become effective instructional leaders with clear roles and responsibilities and receive training and development to address the causes of low performance indicated in T-PESS.

Targeted or ESF High Priority

Evaluation Data Sources: STRIVE: T-PESS
Weekly Data Meetings
Short Cycle Assessment Data
Lesson Plan Tracker
T-TESS Tracker
Classroom Observation Data
Calendars
Weekly meeting agendas

Summative Evaluation: None

Strategy 1: Campus leaders will be trained and evaluated using the Texas Principal Evaluation and Support System (T-PESS).

Strategy's Expected Result/Impact: Student progress growth and teacher development.

Staff Responsible for Monitoring: Principal

Title I Schoolwide Elements: None

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning

Problem Statements:
Staff Quality, Recruitment, and Retention 4

Funding Sources:
None

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Strategy 2: BMS principal will implement clear, written, transparent roles and responsibilities and ensure they are scheduled on weekly calendars.

Strategy's Expected Result/Impact: Clear and concise expectations for core leadership
Effective accountability for core campus leaders

Staff Responsible for Monitoring: Principal

Title I Schoolwide Elements: None

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning

Problem Statements:
Staff Quality, Recruitment, and Retention 4

Funding Sources:
None

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Strategy 3: BMS campus leaders will attend Relay training in the summer of 2020.

Strategy's Expected Result/Impact: Teacher coaching, growth and development.

Staff Responsible for Monitoring: Principal

Title I Schoolwide Elements: None

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning

Problem Statements:
Staff Quality, Recruitment, and Retention 1, 3

Funding Sources:
None

Formative
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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Staff Quality, Recruitment, and Retention

Problem Statement 1: Limited opportunities for planned training on high quality instructional strategies. (PLC,Lead4ward, Sheltered Instruction) **Root Cause:** Lack monitoring of teacher professional development needs and lack of focused intervention, data collection, and progress monitoring of identified students.

Problem Statement 3: Staff turn-over has consistently risen over the past years. **Root Cause:** Must be able to retain quality teaching and administrative staff to promote consistency around the campus.

Problem Statement 4: Lack of clear roles and responsibilities for campus leaders and staff **Root Cause:** No evaluation system in place for campus leaders

Goal 3: Learning Journey: Bonham Middle School (BMS) will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. Bonham Middle School will equip students to be adaptable in an ever-changing society.

Performance Objective 1: Domain I will increase from 58 to 70: Approaches 67, Meets 33 and Masters 13
Domain II will increase from 57 to 66 by the spring benchmark in reading and math
Domain III will increase from 30 to 70 by the spring benchmark in reading and math.

Targeted or ESF High Priority

Evaluation Data Sources: STAAR Data
Short-Cylce assessment Data
Know and Show Chart
Benchmark data
MAP Data
TTO Data
Weekly Data Meetings
PLC agendas
Lead4ward

Summative Evaluation: None

Strategy 1: Core teachers will use daily PLC time (virtual or face-to-face) to review and analyze data regularly to plan and script re-teaches using the data driven instruction model by RELAY.

Strategy's Expected Result/Impact: Increase student performance by sub populations

Staff Responsible for Monitoring: Campus LeadershipTeam

Title I Schoolwide Elements: None

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Problem Statements:
Student Achievement 1, 2
Staff Quality, Recruitment, and Retention 1

Funding Sources:
None

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Strategy 2: Teachers will participate in weekly data meetings (virtual or face-to-face) to review data and to improve the effect of Tier I teaching

Strategy's Expected Result/Impact: Improved student achievement
Close achievement gap

Staff Responsible for Monitoring: Campus Leadership Team

Title I Schoolwide Elements: None

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Problem Statements:
Student Achievement 1, 2

Funding Sources:
None

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Strategy 3: Campus leaders will check lesson plans weekly to ensure that high-leverage instructional strategies are being used to differentiate to meet the needs of diverse learners to include SIOP, SpED accommodations, scaffolding, student engagement and personalized learning experiences.

Strategy's Expected Result/Impact: Improved student achievement
Closing the achievement gap in math in reading.

Staff Responsible for Monitoring: Campus Leaders

Title I Schoolwide Elements: None

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Problem Statements:
Student Achievement 2
Staff Quality, Recruitment, and Retention 4

Funding Sources:
None

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Strategy 4: Teachers will use short-cycle assessments and other formative assessments that are aligned to the standards to evaluate student progress.

Strategy's Expected Result/Impact: Improve student achievement
Close the achievement gap

Staff Responsible for Monitoring: Principal
Assistant Principals
ISD
IS

Title I Schoolwide Elements: None

TEA Priorities: None

ESF Levers: None

Problem Statements:
Curriculum, Instruction, and Assessment 1, 2

Funding Sources:
None

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Strategy 5: BMS will extend the Teach to One (TTO) Math program to include 7th and build in an opportunity for students to learn and master priority standards

Strategy's Expected Result/Impact: Close the achievement gap in math

Staff Responsible for Monitoring: Principal
Assistant principals
Instructional Services Director
Instructional Specialists
Department Chairs

Title I Schoolwide Elements: None

TEA Priorities: None

ESF Levers: None

Problem Statements:
Curriculum, Instruction, and Assessment 1, 2

Funding Sources:
None

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Strategy 6: Teachers and campus leaders will use the know and show chart to unpack the learning standards before each unit begins to effectively determine what students should be learning. They will use the know and show chart to create exemplars to determine the learning gap.

Strategy's Expected Result/Impact: Improved student achievement

Staff Responsible for Monitoring: Principal
Campus Leadership Team

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: None

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Student Achievement

Problem Statement 1: Lack of quality TIER 1 instruction resulted in poor student performance of all sub pops in all core areas. **Root Cause:** Lack of focus on students achieving at high levels, data-driven instruction and teacher development.

Problem Statement 2: Lack of focused intervention, data collection and progress monitoring of identified students. **Root Cause:** Inability to identify individual students from Domain 3 who did not show growth and provide adequate intervention that allows proficiency in closing the achievement gap.

Staff Quality, Recruitment, and Retention

Problem Statement 1: Limited opportunities for planned training on high quality instructional strategies. (PLC,Lead4ward, Sheltered Instruction) **Root Cause:** Lack monitoring of teacher professional development needs and lack of focused intervention, data collection, and progress monitoring of identified students.

Problem Statement 4: Lack of clear roles and responsibilities for campus leaders and staff **Root Cause:** No evaluation system in place for campus leaders

Curriculum, Instruction, and Assessment

Problem Statement 1: Lack of quality TIER 1 instruction resulted in poor student performance of all sub pops in all core areas. **Root Cause:** Teacher development and lack of highly qualified teachers with adequate content background.

Problem Statement 2: Several sub-populations from Domain 3 did not show growth thus widening the achievement gap. **Root Cause:** Lack of focused intervention, data collection, and progress monitoring of identified students

Performance Objective 2: BMS will improve from a TELPAS rating of 13% of English Learners achieving to a minimum of 35% of English Learners achieving.

Evaluation Data Sources: TELPAS Data
EL Data on Short-Cylce assessments.

Summative Evaluation: None

Strategy 1: Teachers and students will receive targeted training to gain a better understanding of TELPAS and the key components in the spring and in the fall.

Strategy's Expected Result/Impact: Increased score on TELPAS

Staff Responsible for Monitoring: Language Proficiency Assessment Committee (LPAC) Coordinator
Principal
Assistant principals
Instructional Services Director

Title I Schoolwide Elements: None

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Problem Statements:
Curriculum, Instruction, and Assessment 2

Funding Sources:
None

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Strategy 2: BMS teachers will incorporate Sheltered Instruction Observation Protocol strategies into their lesson plans.

Strategy's Expected Result/Impact: Increase EL performance and language acquisition

Staff Responsible for Monitoring: Assistant principal
Principal

Title I Schoolwide Elements: None

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Problem Statements:
Student Achievement 2

Funding Sources:
None

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Strategy 3: BMS will use Summit K-12 for TELPAS support for students.

Strategy's Expected Result/Impact: Obtain

Staff Responsible for Monitoring: Instructional Leadership Team
Campus Leadership Team

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: Improve low-performing schools

Funding Sources:
None

ESF Levers: Lever 5: Effective Instruction

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 No Progress Accomplished Continue/Modify Discontinue

Student Achievement

Problem Statement 2: Lack of focused intervention, data collection and progress monitoring of identified students. **Root Cause:** Inability to identify individual students from Domain 3 who did not show growth and provide adequate intervention that allows proficiency in closing the achievement gap.

Curriculum, Instruction, and Assessment

Problem Statement 2: Several sub-populations from Domain 3 did not show growth thus widening the achievement gap. **Root Cause:** Lack of focused intervention, data collection, and progress monitoring of identified students

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.4: Opportunities for all children to meet State standards

Middle School Re-Design

AVID EXCEL

CHAMPS

RELAY

Block 6th and 7th Math /Block 6th/7th ELAR

Achieve3000

Teach to One and Imagine Math and Imagine Literacy

Common PLC

2.5: Increased learning time and well-rounded education

Block 6th and 7th Math/Block 6th/7th ELAR

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

Parent Liaison

Welcome center

3.2: Offer flexible number of parent involvement meetings

Parent Orientation

Parent Liaison

Campus Funding Summary

Addendums

Ector County Independent School District

Bowie Middle School

Improvement Plan

2020-2021

Accountability Rating: Not Rated: Declared State of Disaster

Mission Statement

The mission of Bowie Middle School, with the help of parents and community, is to educate, motivate, excel and instill a sense of responsibility in all students with global success as the ultimate goal.

Vision

Vision Statement: Educating for global success

Core Beliefs

1. Each person has inherent worth and unique strengths.

2. Curiosity and learning are natural and grow without limit given stimulation and nurturing.

3. People are interdependent.

4. Each Individual has a responsibility to add value to self and community.

5. Individuals are accountable for their choices and actions.

6. Education creates opportunity and opportunity creates a better world.

7. Progress improves and adds value to human life.

8. Fear limits life's potential; Courage inspires living.

9. There is a difference between right and wrong.

10. Values learned at home affect a lifetime.

11. Leadership is influence; Everyone is a leader.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Enrollment						
Year	ECISD Pre-K		ECISD K-12		Bowie MS	# of Students on Inter-District Transfers E/M/H
2020-21					1168	
2019-20	1635		33159		1328	5188
2018-19	1523		30624		1223	4608
2017-18	1513		29850		1283	5622
2016-17	1365		30046		1305	5142
2015-16	1405		30467		1013	6422

Ethnic Distribution										
Year	H-Bowie	State	W-Bowie	State	AA-Bowie	State	2 or More-Bowie	State	Eco-Dis-Bowie	State
2020-21	82.7		11.8		2.9		.05		61.2	
2019-20	80.7	52.6	13.7	27.4	3.3	12.6	.06	2.4	56.5	60.6
2018-19	81.3	52.4	12.8	27.8	3.1	12.6	1.1	2.3	54.2	58.8
2017-18	77.9	52.4	15.3	28.1	3.8	12.6	1	2.4	58.2	59
2016-17	78.5	52.2	15.3	28.5	3.8	12.6	0.8	2.1	56.1	59
2015-16	74.4	52	17.6	28.9	5.1	12.6	1	2	48.2	58.8

Historical Homeless Affidavits Transfer Counts 2019					
CMP	GR	TOT STU	HOMELESS	AFFIDAVIT	TRANSFER
043 – BOWIE MIDDLE SCHOOL	06	478	36	11	30
	07	404	22	7	38
	08	443	16	11	55
	TOT CMP 043:	1325	74	29	123
	TOT RPT:	1325	74	29	123

Demographics Strengths

Grade 8 Reading in our ECISD Spring Benchmark showed a growth of 6.5% in our Hispanic population, compared to beginning of the year assessment.

Grade 7 Reading District Assessment (in place of cancelled STAAR) saw our Hispanic students' passing percentage score increase from 47.23% to 51.80% with a corresponding increase in mastery from 5.78% to 10.33%.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Our student population, though fluctuating slightly year to year, in terms of the mobility of our Hispanic population, continues to be on an overall upward trend. The concern presented in demographics is focused on two key areas: Bowie experiences a high rate of turnover in our professional and teaching staff year to year. Between the 2018-19 to 2019-2020 year, for example our retention percentage for teachers was 62.03% It was even lower amongst administrators, sitting at 25% retention. This connects to overall student achievement concerns due to systems and programs being inconsistently implemented and managed. Teacher experience is another area that has an effect overall. During the 2019-20 school year, for example, 52.06% of the teaching staff had less than 5 years experience.

Problem Statement 2: Math performance on our District End of Year Assessments (in place of cancelled STAAR) in the 2019-2020 school year saw all of our sub population categories with no increase in performance and in some groups, such as African Americans, saw a decrease almost 7%. While we anticipate that the 2020-21 MAP tests will indicate significant COVID-19 slide, we are hopeful that the growth in our TTO Math program will help us focus on these areas in the current year.

Student Achievement

Student Achievement Summary

In the ECISD District Spring assessments (in place of cancelled STAAR), Bowie Middle School students achieved 67.37% "approaches grade level or above" standard (average for all student groups on all five content areas). The specific area of concern will be the “Meets” category which sits at 15.48%. That is where our focus will be right from the start. The student groups that scored lower on these assessments include Economically Disadvantaged, Special Education, and English Language learners. The data indicates that the difference in achievement among these sub groups is the result of observed learning gaps and the impact that the relatively small sample sizes has on the achievement results.

Special Education and LEP have the lowest percentages under "approaches grade level" and "meets grade level." These sub-populations also had the lower numbers for closing gaps and meeting growth expectations. These special populations also have the lower performance rates and participation rates.

Overall, areas of lowest performance are in the content areas of Math and Reading. The majority of our students bring a major gap in mathematical process standards to develop mathematical relationships for problem solving. Bowie uses Student Data Trackers identify specific student needs in order to close the learning gaps as well as provide enrichment for all learners. We are using weekly data meetings to analyze data and plan/adjust instruction to meet current needs. Bowie also uses frequent formative and summative assessments to provide complete data on our students. Teachers follow the Professional Learning Communities (PLCs) Model to continuously look at appropriate interventions, monitor instruction, and adjust as needed. When learners are not successful, we provide additional tutorials and workshops before and after school to lend their support. These staff/tutors also meet with learners by appointment.

Year 6th Grade STAAR Reading Approaches Grade Level

Year	State	District	Bowie	H	W	AA	Asian	2 or More	Eco-Dis	Special Ed	ELL
2020			51.79	50.91	56.53	48.63	*	*	40.63	34.38	47.95
2019			49	49	50	33	*	*	46	10	45
2018	69	48	43	43	*	*	*	*	36	*	*
2017	69	48	50	49	53	*	*	*	48	*	58
2016	69	45	46	46	52	35			44	16	19

7th Grade STAAR Reading Approaches Grade Level

Year	State	District	Bowie	H	W	AA	Asian	2 or More	Eco-Dis	Special Ed	ELL
2020			51.67	51.8	49.89	47.5	*	*	40	32.93	48.15
2019			53	51	58	59	*	*	48	8	29
2018	74	54	54	54	56	*	*	*	53	*	52

Year	6th Grade STAAR Reading Approaches Grade Level										
2017	73	53	57	56	60	38	*	*	50	19	26
2016	71	52	48	46	54	38	*	*	45	15	19
2015	76	59	59	36	72	*	*	*	48	*	19

8th Grade STAAR Reading Approaches Grade Level

Year	State	District	Bowie	H	W	AA	Asian	2 or More	Eco-Dis	Special Ed	ELL
2020			54.07	53.74	56.22	58.2	*	*	39.25	33.89	45.93
2019			62	59	75	60	*	*	58	12	34
2018	86	73	74	73	*	*	*	*	65	*	70
2017	86	75	76	77	76	*	*	-	74	*	*
2016	87	75	75	73	85	85	*	*	71	*	43
2015	88	75	77	78	74	67	89	*	74	*	53

7th Grade STAAR Writing Approaches Grade Level

Year	State	District	Bowie	H	W	AA	Asian	2 or More	Eco-Dis	Special Ed	ELL
2020			52.05	51.76	51.66	51.5	*	*	45.22	32.52	49.31
2019			46	45	49	50	*	*	45	8	30
2018	69	51	55	55	54	*	*	*	54	*	*
2017	70	51	53	51	60	*	*	*	49	*	57
2016	69	51	50	50	52	44	*	*	47	19	17
2015	73	54	57	54	69	53	*	*	46	*	24

8th Grade Science Approaches Grade Level

2020			52.35	52.01	53.86	51.2	*	*	45.33	37.78	41.17
2019			63	60	79	70	*	*	62	24	39
2018	76	62	58	58	58	*	*	*	50	*	*
2017	76	62	56	54	60	*	*	-	52	*	*
2016	75	58	53	49	67	69	*	*	43	*	33
2015	71	50	51	50	56	31	89	*	49	*	38

6th Grade STAAR Math Approaches Grade Level

Year	State	District	Bowie	H	W	AA	Asian	2 or More	Eco-Dis	Special Ed	ELL
2020			39.95	40.09	37.61	33.25	*	*	25.71	26.31	39.05
2019			64	66	48	80	*	*	61	24	63
2018	77	61	53	53	*	*	*	*	49	*	60

Year	6th Grade STAAR Reading Approaches Grade Level										
2017	76	54	52	52	*	*	86	*	48	*	
2016	72	44	44	45	44	35	*	*	40	16	28

8th Grade Social Studies Approaches Grade Level

Year	State	District	Bowie	H	W	AA	Asian	2 or More	Eco-Dis	Special Ed	ELL
2020			44.55	43.69	48.88	48.3	100	41.75	38	35.78	34.91
2019			37	33	53	40	*	*	36	3	18
2018	65	36	32	31	*	*	*	*	*	*	*
2017	63	40	43	41	8	*	*	*	*	*	*
2016	63	35	37	34	50	38	*	*	29	*	16
2015	65	41	44	43	44	31	89	*	38	*	18
2014	63	43	56	53	67	*	*	*	46	26	*

Grade 8 Reading Meets Grade Level

Year	State	District	Bowie	H	W	AA	Asian	2 or More	Eco-Dis	Special Ed	ELL
2020			23.71	21.75	34.78	30	100	34.78	0	2.78	10.17
2019			62	59	75	60	*	*	58	12	34
2018	49	28		27	38	*	*	*	22	16	22
2017	50	30		26	44	23	*	*	21	*	18
2016											
2015											
2014											

Grade 7 Writing Meets Grade Level

Year	State	District	Bowie	H	W	AA	Asian	2 or More	Eco-Dis	Special Ed	ELL
2020			17	16.61	17.07	8.33	100	*	0	0	14.1
2019			23	22	31	17	0	*	22	3	9
2018	43	25	27	26	24	*	*	*	25	8	*
2017	39	20	22	21	29	*	*	*	18	*	21
2016											
2015											
2014											

Alg 1 EOC Meets Grade Level

Year	State	District	Bowie	H	W	AA	Asian	2 or More	Eco-Dis	Special Ed	ELL
2020			60	60	60	66.67	100	0	*	100	16.67

Grade 8 Reading Meets Grade Level

2019			86	86	88	*	100	*	93	*	*
2018	55	28	63	61	*	*	---	---	55	---	68
2017	48	28	73	71	80	8	*	*	63	---	71

Grade 8 Science Meets Grade Level

Year	State	District	Bowie	H	W	AA	Asian	2 or More	Eco-Dis	Special Ed	ELL
2020			14.51	13.36	21.43	10	100	0	0	6.25	2.44
2019			25	22	40	30	83	*	24	6	8
2018	52	33	29	28	29	*	*	*	24	*	28
2017	48	27	24	20	38	*	*	*	18	*	*
2016											
2015											
2014											

Grade 8 Social Studies Meets Grade Level

Year	State	District	Bowie	H	W	AA	Asian	2 or More	Eco-Dis	Special Ed	ELL
2020			10.45	9.16	16.28	20	100	0	0	3.12	1.72
2019			11	9	21	10	50	*	10	3	3
2018	36	10	7	6	*	*	*	*	10	11	8
2017	33	11	10	8	*	*	*	*	*	*	*
2016											
2015											
2014											

Grade 6 Reading Meets Grade Level

Year	State	District	Bowie	H	W	AA	Asian	2 or More	Eco-Dis	Special Ed	ELL
2020			15.11	13.07	18.6	25	100	33.33	0	2.56	5.81
2019			21	21	21	13	*	*	18	3	19
2018	39	20	14	11	*	*	*	*	12	*	*
2017	37	20	21	20	25	*	*	*	18	*	22

Grade 7 Reading Meets Grade Level

Year	State	District	Bowie	H	W	AA	Asian	2 or More	Eco-Dis	Special Ed	ELL
2020			18.48	17.33	25.53	14.29	50	*	0	0	12.5
2019			24	21	41	17	*	*	22	3	6

Grade 8 Reading Meets Grade Level

2018	48	27	27	25	33	*	*	*	26	*	23
2017	42	21	23	21	31	*	*	*	18	*	27

Grade 6 Math Meets Grade Level

Year	State	District	Bowie	H	W	AA	Asian	2 or More	Eco-Dis	Special Ed	ELL
2020			13.16	13.8	2.44	0	100	16.67	13	2.56	12.79
2019			25	25	21	20	*	*	21	3	25
2018	44	25	22	21	*	*	*	*	18	*	27
2017	43	20	18	16	*	*	86	*	14	*	22

Grade 7 Math Meets Grade Level

Year	State	District	Bowie	H	W	AA	Asian	2 or More	Eco-Dis	Special Ed	ELL
2020			11.66	11.8	11.11	7.14	50	*	0	0	14.12
2019			22	22	20	17	*	*	19	6	10
2018	40	22	17	16	17	*	*	*	14	*	17
2017	40	20	22	21	*	*	*	*	17	*	28

Grade 8 Math Meets Grade Level

Year	State	District	Bowie	H	W	AA	Asian	2 or More	Eco-Dis	Special Ed	ELL
2020			6.96	7.34	5	0	*	0	0	2.94	3.85
2019			16	16	21	11	*	*	15	6	8
2018	51	18									
2017	45	13									

7 Writing Masters Level

Year	State	District	Bowie	H	W	AA	Asian	2 or More	Eco-Dis	Special Ed	ELL
2020			5.38	5.76	2.44	0	50	*	0	0	5.13
2019			5	5	6	18	0	0	3	0	4
2018	13	6	6	5	10	*	*	*	6	*	*
2017	12	5	6	5	9	*	*	*	4	*	7
2015	9	4									
2014	8	3									

8th Science Masters Level

7 Writing Masters Level

Year	State	District	Bowie	H	W	AA	Asian	2 or More	Eco-Dis	Special Ed	ELL
2020			4.32	2.29	14.29	10	100	0	0	3.12	0
2019			9	7	16	0	60	20	7	3	2
2018	28	12	10	10	13	*	*	*	8	*	11
2017	19	6	7	5	15	*	8	*	4	*	*
2016											
2015											
2014											

8 Social Studies Masters Level

Year	State	District	Bowie	H	W	AA	Asian	2 or More	Eco-Dis	Special Ed	ELL
2020			3.58	2.93	4.65	10	100	0	0	3.12	0
2019			6	4	13	10	*	*	4	3	0
2018	31	15	2	*	*	8	*	*	5	3	2
2017	27	12	3	2	*	*	*	*	*	*	*
2016											
2015											
2014											

8 Reading Masters Level

Year	State	District	Bowie	H	W	AA	Asian	2 or More	Eco-Dis	Special Ed	ELL
2020			6.57	6.67	4.35	10	100	0	0	0	1.69
2019			12	10	19	20	*	*	10	3	0
2018	27	12	11	11	*	*	*	*	6	*	12
2017	23	10	9	7	18	*	*	*	8	*	*
2016											
2015											
2014											

8 Math Masters Level

Year	State	District	Bowie	H	W	AA	Asian	2 or More	Eco-Dis	Special Ed	ELL
2020			0.37	0	0	0	*	0	0	2.94	0

7 Writing Masters Level

2019			1	1	5	0	*	*	2	0	2
2018	15	3	4	3	*	*	*	*	5	*	6
2017	13	1	*	*	*	*	*	*	*	*	*

7th Grade Reading Masters Level

Year	State	District	Bowie	H	W	AA	Asian	2 or More	Eco-Dis	Special Ed	ELL
2020			10.38	10.33	10.64	7.14	50	*	0	0	5.68
2019			11	9	20	17	*	*	10	3	1
2018	29	13	13	11	17	*	*	*	12	*	8
2017	23	10	12	10	20	*	*	*	8	*	12

7th Grade Math Masters Level

Year	State	District	Bowie	H	W	AA	Asian	2 or More	Eco-Dis	Special Ed	ELL
2020			2.07	2.17	0	0	50	*	0	0	2.35
2019			7	7	6	8	*	*	5	3	3
2018	18	7	7	6	10	*	*	*	6	*	9
2017	17	7	7	7	*	*	*	*	4	*	12
2016											
2015											
2014											

6th Grade Reading Masters Level

Year	State	District	Bowie	H	W	AA	Asian	2 or More	Eco-Dis	Special Ed	ELL
2020			5.04	4.55	4.65	0	75	0	0	0	3.49
2019			8	8	5	7	*	*	7	0	11
2018	19	10	3	2	*	*	*	*	2	*	*
2017	19	10	8	6	11	*	*	*	6	*	6

7 Writing Masters Level

EOC Math Masters Level

Year	State	District	Bowie	H	W	AA	Asian	2 or More	Eco-Dis	Special Ed	ELL
2020			30.67	29.23	40	33.33	100	0	*	100	0
2019			60	54	75	0	*	*	68	*	*
2018	24	11	34	35	*	*	--	--	26	----	36
2017	23	11	36	36	40	*	*	*	25	----	25
2016	19	6									
2015	20	6									
2014	17	7									

2015 – Algebra I only

6th Math Grade Masters Level

Year	State	District	Bowie	H	W	AA	Asian	2 or More	Eco-Dis	Special Ed	ELL
2020			1.91	1.69	0	0	50	0	0	0	2.33
2019			8	8	5	7	*	*	7	0	11
2018	13	6	5	5	*	*	*	*	5	*	6
2017	12	5	5	4	*	*	71	*	4	*	7
2016	15	7									
2015	9	4									
2014	8	3									

Student Achievement Strengths

Bowie's strengths include the using CHAMPS and Relay in order to help create culture and support positive student growth in all academic areas. We have dedicated significant resources to ensure the collective use of technology and critical research skills to help all of our learners, regardless of population, to identify their areas of strength and growth. We are focused on a strong school culture that empowers both the individual and our collective population.

Bowie teachers are trained in offering targeted interventions and support for all learners. They have been trained in meeting the needs of our special populations specifically, and we have dedicated support staff in place to both provide instructional coaching and social and emotional support for our students.

Alg 1 EOC Meets Grade Level

Year	State	District	Bowie	H	W	AA	Asian	2 or More	Eco-Dis	Special Ed	ELL
2019			86	86	88	*	100	*	93	*	*

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): The lowest area of performance overall was in Grade 8 Math, with 6.96% achieving "Met Standard." **Root Cause:** Combined with inconsistent teacher capacity for moving students forward, students in Grade 8 were tested every two weeks in this area. Our culture surveys as well as qualitative data around counseling and support PLC conversations indicates that this led to a sharp decline in student initiative and performance.

Problem Statement 2 (Prioritized): The next lowest area of performance in 2019-20 was Grade 7 Math, with 11.66% meeting standard. **Root Cause:** In this area, our concern was a lack of key concept knowledge in the Grade 7 Math Teachers, identified by PLC data meetings and instructional supports needed regularly throughout the year.

School Culture and Climate

School Culture and Climate Summary

Culture has been both a strength and area of growth at Bowie Middle School. Our students and parent commonly describe their school as a safe learning environment. They feel included and valued, and they respond well to an engaging approach to teaching and learning. They also note that communication is not consistent, though messaging continues to be positive. This has been a focus of previous administrations as a way to drive student achievement. Due to recent administrative and teaching turnover (data below indicates that a full staff turnover has happened in the past 5 years), student culture has taken a hit in both quantitative and qualitative areas such as culture surveys, active participation, purchase of spirit items such as yearbooks, and attendance at extracurricular and community events.

52% of teachers at Bowie Middle School have less than 5 years of experience in 2019 - 2020. In 2019 Bowie Middle School had a turnover rate of 30.38%. In 2020, Bowie has a turnover rate of 37.97%.

Bowie struggles with disciplinary referrals each school year. Though our disciplinary approach is restorative and supports student ownership of their emotions and actions, our comprehensive population means that we have a wide range of learner capacities to self-manage. When major disciplinary actions occur, the administration follows district procedures and processes. The campus administration also makes collaborative decisions as to what is best for the student and in compliance with district and state policies regarding discipline practices. In the previous year, 559 students were placed on suspension. Also in the previous year, 39 students were placed in the Alternative Education Center. Finally, Bowie had 10 total expulsions in the 2019-2020 school year. (Annual Campus Summary for a Selected Campus, 2019).

There are key culture and climate data points missing in this summary. These include a lack of parent suveys, no student survey data, no tracking data from in-person or virtual meetings that have taken place. Additionally, staff absences of less than 4 hours have not been tracked, though qualitative data and the cuurrent 2020 trend indicates that there are an excess of teacher absences of between one and four hours.

Documentation of the above issues are being implemented for the 2020-21 school year along with increased communications tracking and weekly newsletters. Bowie is implementing Big Rock Educational Systems (BRES) and CHAMPS in an effort to improve classroom management, school wide systems, structures and the overall positive interaction between students and teachers. We are also documenting absences, attendance, and expenditures in a structured and conservative manner.

EMPLOYEE RETENTION PERCENTAGES			
% Remained From Year To Year	Administrators (Principals/Asst. Prin)	Teachers	Instructional Paraprofessionals (Aides)
14/15 to 15/16	75.00%	43.21%	100.00%
15/16 to 16/17	66.67%	78.82%	75.00%
16/17 to 17/18	75.00%	79.27%	80.00%
17/18 to 18/19	75.00%	69.62%	28.57%
18/19 to 19/20	25.00%	62.03%	42.86%

TEACHER EXPERIENCE					
Total Professional Any District	Percent with 0 Years	Percent with 1-5 Years	Percent with 6 -10 Years	Percent with > 10 Years	Percent of Teachers W/Masters Degree
14/15	9.88%	27.16%	17.28%	45.68%	25.93%
15/16	18.82%	32.94%	11.76%	36.47%	22.35%
16/17	10.98%	46.34%	9.76%	32.93%	25.61%
17/18	6.17%	49.38%	7.41%	37.04%	24.69%
18/19	12.66%	41.77%	10.13%	35.44%	24.05%
19/20	16.44%	35.62%	15.07%	32.88%	23.29%

School Culture and Climate Strengths

Culture has, once again, become a focus of the Bowie Team. For the 2020-21 School year, the Bowie team added 20 new staff. Bowie hired 20 full time/certified teachers in 2020. With the addition of new staff, teacher morale has improved in an effort to begin the new school year on a positive note. In 2020-2021 all core subject teachers at Bowie Middle School will have a daily conference and PLC period.

Our new administrative team is employing the Big Rocks Education Services method of culture support to monitor student engagement and teacher effectiveness throughout lessons.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1 (Prioritized): Lack of effective communication between the campus and parent in regards to parent involvement opportunities. **Root Cause:** Lack of campus plan for effective communication with parents.

Problem Statement 2 (Prioritized): In 2020 Bowie Middle School experienced a high turnover rate for teachers. **Root Cause:** Teachers had large class sizes and had to give up conference periods to cover classes because lack of substitutes .

Problem Statement 3 (Prioritized): Campus lacked consistent expectations of student, teachers, and administration regarding school processes and academic achievement. **Root Cause:** 1. Campus did not have a consistent student management system. 2. Expectations for data driven instruction were lacking.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

EMPLOYEE RETENTION PERCENTAGES			
% Remained From Year To Year	Administrators (Principals/Asst. Prin)	Teachers	Instructional Paraprofessionals (Aides)
14/15 to 15/16	75.00%	43.21%	100.00%
15/16 to 16/17	66.67%	78.82%	75.00%
16/17 to 17/18	75.00%	79.27%	80.00%
17/18 to 18/19	75.00%	69.62%	28.57%
18/19 to 19/20	25.00%	62.03%	42.86%

TEACHER EXPERIENCE					
Total Professional Any District	Percent with 0 Years	Percent with 1-5 Years	Percent with 6 -10 Years	Percent with > 10 Years	Percent of Teachers W/Masters Degree
14/15	9.88%	27.16%	17.28%	45.68%	25.93%
15/16	18.82%	32.94%	11.76%	36.47%	22.35%
16/17	10.98%	46.34%	9.76%	32.93%	25.61%
17/18	6.17%	49.38%	7.41%	37.04%	24.69%
18/19	12.66%	41.77%	10.13%	35.44%	24.05%
19/20	16.44%	35.62%	15.07%	32.88%	23.29%

Bowie has 81 teachers and currently there are only 4 vacancies going in to this new school year in comparison to 11 vacancies to begin the 2019-2020 school year. Of the 77 teachers currently serviing our students, 12% are not certified. Retention rates decreased from a high of 79% in 2017 to 62% in 2020. This decrease in teacher retention has led to 52% of our teachers having less than 5 years of experience.

Staff Quality, Recruitment, and Retention Strengths

Increased financial and soft benefits provided by the district has led to an increase in teacher recruitment.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1 (Prioritized): The district and campus struggled to recruit and retain highly qualified teachers. **Root Cause:** 1. The campus has a

high percentage of teachers with Alternative Certifications.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

At Bowie, all core subjects meet daily for PLC meetings to disaggregate student data for instructional purposes and to improve student outcomes. After each short cycle assessment, teachers will determine which TEKS will be targeted for improvement in all core subjects. Students needing reteach, remediation or enrichment evaluated and targeted utilizing data drawn for short cycle assessments. Block scheduling is utilized in 6th,7th and 8th Grade ELAR as well as 6th and 7th Grade Math to enable teachers to focus more on providing re-teach, intervention and remediation to struggling students. Implementation of small group differentiation/intervention will occur during class time, before/after school and Saturday Academy in which certified instructors will provide an enhanced conceptual understanding of focused TEKS.

Curriculum program changes continue to be implemented to improve student performance. Teach To One (TTO) Math has been implemented to focus on improvement in Math skills for all 6th and 7th Grade Math Students. 8th grade Math students will also utilize Imagine Math on a supplemental basis to improve student performance. Algebra I students will be using the new NSpire calculators as well. In the area of reading, Pearson curriculum and textbook adoption will be implemented to enhance the TEKS for ELAR and focus on improvement for all 6th, 7th and 8th Grade ELAR students. ELAR students will also continue to receive intervention through Imagine Reading, PEG Writing, LLI kits and the Response to Intervention Process. In addition Bowie will utilize AVID strategies such as Cornell notes and organization as well as the AVID Excel program for 6th and 7th grade ELL students through ELAR classes. In addition Bowie has two Instructional Specialists (IS) to coordinate the focus of PLCs and teaching staff to support our students.

Core curriculum programs in math and reading have been changed in order to improve student engagement and performance. Students are assessed using STAAR and Short Cycle Assessments (SCAs). Collaborative teams will disaggregate data in PLCs and determine strengths and weaknesses for all student groups in core instructional areas. All core teachers are utilizing TEKS Resource System and Lead 4Ward strategies to maximize student performance.

Curriculum, Instruction, and Assessment Strengths

Bowie has faithfully implemented the PLC model and consistently tracks both teacher and student progress throughout each unit. We also utilize district overviews, IFDs, TEKS resources, and overlapping TEK resources to ensure consistent data tracking and instruction in the classroom.

The Year At a Glance helps focus and address the flow of each unit. Our instructional coaches provide professional development opportunities and "After the Bell" sessions to support teachers in all stages.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): Student performance data clearly indicates a misalignment between teacher planning, data tracking, and student achievement **Root Cause:** We have a perfect storm of conditions on our campus. They include a regularly rotating number of new staff members, needing support, along with a lack of consistent and empowered support staff to ensure that planning and data analysis are totally connected to student outcomes.

Parent and Community Engagement

Parent and Community Engagement Summary

Bowie Middle School promotes family and community involvement through the use of parent portal, the new Bowie website, Facebook, Twitter, Parentlink and Parent Newsletter (SMORE), Booster Clubs, Open House, Parent Nights, Parent/Student Orientations, parent meetings, Fine Arts, concerts and athletic events.

Over the past several years, parent participation in live events such as information nights, extracurricular events, and even performance events, including yearbook participation, has been on the decline. Though no quantitative data is available, many examples exist, such as low fund-raising numbers, low sales of spirit items, yearbooks, and pictures.

With the COVID-19 pandemic, many of these avenues have been eliminated until conditions improve. However, we are increasing the number of virtual events and have put into place a weekly parent newsletter, using SMORE, which is shared with all of our social media outlets to ensure coverage.

In the 2020-21 school year, we are focusing on parent engagement through increased an better communication, incentives for parents and student participation, and better documentation, including sign-in sheets and frequent feedback surveys.

Parent and Community Engagement Strengths

As a silver lining to our current social distancing existence, we are fortunate to have excellent participation in both live social media events, such as Facebook Live, as well as steady and active communication through our social media applications. We continue to leverage this accessibility to our families to improve communication.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): Parent involvement is low due to various contributing factors. **Root Cause:** Factors that contribute to low parent involvement include, lack of planning and implementation of parental involvement strategies and events by the campus and lack of a systematic parent communication strategy or method.

School Context and Organization

School Context and Organization Summary

In line with state assessment Domains, Bowie Middle School targets our areas needing growth and progress. As a campus and collaborative team, reviewing past assessment data (school snapshot, report card, indexes breakdown), and analyzing student work samples will guide learningg. Teachers will use classroom formative assessments, classroom summative assessments, standard based assessments (district), unit assessments, presentations, and benchmarks to monitor the progress of learners throughout a year and from year to year.

At the district level, there is a calendar framework to assess student learning throughout the school year called short-cycle assessments and unit assessments. These assessments serve as a checkpoint to measure achievement of student expectations.

For PLCs, facilitators have a weekly meeting time with their content area to focus on two main things; district planning and student centered professional development. All teachers are expected to play an active role in all adult learning opportunities.

Distributive leadership is the administrative/leadership approach of our campus. As leaders, it is our responsibility to serve as instructional leaders and parallel the experience of the staff with that of the learners. Bowie's leadership structure is organized with a principal, 3 assistant principals, department chairs, 2 instructional specialists and teachers/staff. The leadership team consists of all administrators, department chairs and instructional specialists.

As a faculty, norms are established to guide decision-making and other school practices. Norms are collaboratively established and revisited throughout the year. has a CCIS representative who serves as a voice between the campus and district. The campus also elects a DCIT representative to serve on the district improvement team. Administration also has an open door policy when it comes to questions, concerns, or support. Teachers are expected to contribute to the campus in various aspects for the benefit of student learning. For example, professional learning is often led by campus teachers.

School Context and Organization Strengths

The Instructional Leadership Team is actively involved in all areas of curriculum and instruction. Through shared leadership, collaboration, and regular and effective communication, the Senior Leaders and Instructional Leadership Team work together to ensure support of students and teachers and they engage in the learning process. The Professional Leaning Community model in place at Bowie has helped provide structure and documentation that will help us improve student learning.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1 (Prioritized): Lack of quality TIER 1 instruction resulted in poor student performance of all sub populations in all core areas. **Root Cause:** In the 2019-2020 school year, there was a lack of highly qualified teachers working in key content areas. Current staffing for the 2020-21 school year indicates a continued pattern and area of concern.

Technology

Technology Summary

Bowie Middle School has Smart Boards and projectors in most classrooms. Bowie has 27 mobile labs farmed out to students for virtual learning and three computer lab classrooms. Bowie Middle School now has a ratio of one to one on chromebooks per student. All teachers have been trained in using smart boards, discovery education, classlinks, loom, google classroom, flipgrid, paradec, and waking up wonder for enhanced instruction.

Technology Strengths

Bowie Middle School has 27 mobile labs and a one to one ratio of chromebooks to students. Bowie Middle School is using mobile computer labs to implement Teach to One Math and Blended Learning this school year to enhance student's educational growth.

Problem Statements Identifying Technology Needs

Problem Statement 1 (Prioritized): Lack of wifi in all 6 portable buildings required to house students. **Root Cause:** The portables were delivered to campus without access to wifi and we have been waiting for wifi since we ordered it at the beginning of the 2019 - 2020 school year.

Priority Problem Statements

Problem Statement 1: Our student population, though fluctuating slightly year to year, in terms of the mobility of our Hispanic population, continues to be on an overall upward trend. The concern presented in demographics is focused on two key areas: Bowie experiences a high rate of turnover in our professional and teaching staff year to year. Between the 2018-19 to 2019-2020 year, for example our retention percentage for teachers was 62.03% It was even lower amongst administrators, sitting at 25% retention. This connects to overall student achievement concerns due to systems and programs being inconsistently implemented and managed. Teacher experience is another area that has an effect overall. During the 2019-20 school year, for example, 52.06% of the teaching staff had less than 5 years experience.

Root Cause 1:

Problem Statement 1 Areas: Demographics

Problem Statement 2: The lowest area of performance overall was in Grade 8 Math, with 6.96% achieving "Met Standard."

Root Cause 2: Combined with inconsistent teacher capacity for moving students forward, students in Grade 8 were tested every two weeks in this area. Our culture surveys as well as qualitative data around counseling and support PLC conversations indicates that this led to a sharp decline in student initiative and performance.

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: The next lowest area of performance in 2019-20 was Grade 7 Math, with 11.66% meeting standard.

Root Cause 3: In this area, our concern was a lack of key concept knowledge in the Grade 7 Math Teachers, identified by PLC data meetings and instructional supports needed regularly throughout the year.

Problem Statement 3 Areas: Student Achievement

Problem Statement 4: Lack of effective communication between the campus and parent in regards to parent involvement opportunities.

Root Cause 4: Lack of campus plan for effective communication with parents.

Problem Statement 4 Areas: School Culture and Climate

Problem Statement 5: In 2020 Bowie Middle School experienced a high turnover rate for teachers.

Root Cause 5: Teachers had large class sizes and had to give up conference periods to cover classes because lack of substitutes .

Problem Statement 5 Areas: School Culture and Climate

Problem Statement 6: Campus lacked consistent expectations of student, teachers, and administration regarding school processes and academic achievement.

Root Cause 6: 1. Campus did not have a consistent student management system. 2. Expectations for data driven instruction were lacking.

Problem Statement 6 Areas: School Culture and Climate

Problem Statement 7: The district and campus struggled to recruit and retain highly qualified teachers.

Root Cause 7: 1. The campus has a high percentage of teachers with Alternative Certifications.

Problem Statement 7 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 8: Student performance data clearly indicates a misalignment between teacher planning, data tracking, and student achievement

Root Cause 8: We have a perfect storm of conditions on our campus. They include a regularly rotating number of new staff members, needing support, along with a lack of consistent and empowered support staff to ensure that planning and data analysis are totally connected to student outcomes.

Problem Statement 8 Areas: Curriculum, Instruction, and Assessment

Problem Statement 9: Parent involvement is low due to various contributing factors.

Root Cause 9: Factors that contribute to low parent involvement include, lack of planning and implementation of parental involvement strategies and events by the campus and lack of a systematic parent communication strategy or method.

Problem Statement 9 Areas: Parent and Community Engagement

Problem Statement 10: Lack of quality TIER 1 instruction resulted in poor student performance of all sub populations in all core areas.

Root Cause 10: In the 2019-2020 school year, there was a lack of highly qualified teachers working in key content areas. Current staffing for the 2020-21 school year indicates a continued pattern and area of concern.

Problem Statement 10 Areas: School Context and Organization

Problem Statement 11: Lack of wifi in all 6 portable buildings required to house students.

Root Cause 11: The portables were delivered to campus without access to wifi and we have been waiting for wifi since we ordered it at the beginning of the 2019 - 2020 school year.

Problem Statement 11 Areas: Technology

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- State-developed online interim assessments

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- Career and Technical Education (CTE), including coherent sequence coursework aligned with the industry-based certifications, program growth and student achievement by race, ethnicity, and gender data
- Dyslexia Data

- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- School safety data

Employee Data

- State certified and high quality staff data
- Campus leadership data
- Professional development needs assessment data
- TTESS data
- T-PESS data

Goals

Goal 1: Foundational Excellence: ECISD will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 1: Bowie Middle School will ensure efficient systems are in place to increase productivity to meet the needs of all that we serve.

Strategy 1: Daily PLC meetings will be implemented in 6th -8th grade core subjects.

Strategy's Expected Result/Impact: Planning will be aligned which will improve student performance.

Staff Responsible for Monitoring: Administrative team, Instructional Specialists and PLC Lead Teachers.

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction

Targeted Support Strategy

Problem Statements:
Curriculum, Instruction, and Assessment 1

Funding Sources:
None

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Strategy 2: Bowie Middle School will implement and monitor Relay strategies to ensure student progress and teacher efficiency.

Strategy's Expected Result/Impact: Implementation of Relay school-wide routines and procedures will result in improved student and teacher productivity.

Staff Responsible for Monitoring: Administrative Team, Instructional Specialists, Department Chairs and Teachers.

Title I Schoolwide Elements: 2.4, 2.6

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture

Targeted Support Strategy

Problem Statements:
School Culture and Climate 3

Funding Sources:
None

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Strategy 3: Develop a master schedule that allows for daily PLC times and planning time for all core subjects. This will include double block instructional times for sixth, seventh and eighth grade ELAR and seventh and eight grade Math.

Strategy's Expected Result/Impact: Protection of Data Driven Instruction (DDI), Maximizing instructional and planning time to improve student performance.

Staff Responsible for Monitoring: Administrative team and Instructional Specialists.

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Problem Statements:
Curriculum, Instruction, and Assessment 1

Funding Sources:
None

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

School Culture and Climate

Problem Statement 3: Campus lacked consistent expectations of student, teachers, and administration regarding school processes and academic achievement. **Root Cause:** 1. Campus did not have a consistent student management system. 2. Expectations for data driven instruction were lacking.

Curriculum, Instruction, and Assessment

Problem Statement 1: Student performance data clearly indicates a misalignment between teacher planning, data tracking, and student achievement **Root Cause:** We have a perfect storm of conditions on our campus. They include a regularly rotating number of new staff members, needing support, along with a lack of consistent and empowered support staff to ensure that planning and data analysis are totally connected to student outcomes.

Performance Objective 2: Bowie Middle School will provide differentiated processes for priority classrooms/students.

Strategy 1: Plan and implement effective transition processes for fifth and eighth grades to maintain academic learning and support the social and emotional learning of students.

Strategy's Expected Result/Impact: Students will make a smooth transition to next grade level.

Staff Responsible for Monitoring: Administrative team, counselors, department chairs and teachers.

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction

Problem Statements:
School Culture and Climate 3
Parent and Community Engagement 1

Funding Sources:
None

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Strategy 2: Provide students with instruction that is relevant and appropriate for diverse learners.

Strategy's Expected Result/Impact: Improve student growth.

Staff Responsible for Monitoring: Administrative Team, Instructional Specialists, and Teachers.

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements:
Student Achievement 2
Curriculum, Instruction, and Assessment 1
School Context and Organization 1

Funding Sources:
None

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Student Achievement

Problem Statement 2: The next lowest area of performance in 2019-20 was Grade 7 Math, with 11.66% meeting standard. **Root Cause:** In this area, our concern was a lack of key concept knowledge in the Grade 7 Math Teachers, identified by PLC data meetings and instructional supports needed regularly throughout the year.

School Culture and Climate

Problem Statement 3: Campus lacked consistent expectations of student, teachers, and administration regarding school processes and academic achievement. **Root Cause:** 1. Campus did not have a consistent student management system. 2. Expectations for data driven instruction were lacking.

Curriculum, Instruction, and Assessment

Problem Statement 1: Student performance data clearly indicates a misalignment between teacher planning, data tracking, and student achievement **Root Cause:** We have a perfect storm of conditions on our campus. They include a regularly rotating number of new staff members, needing support, along with a lack of consistent and empowered support staff to ensure that planning and data analysis are totally connected to student outcomes.

Parent and Community Engagement

Problem Statement 1: Parent involvement is low due to various contributing factors. **Root Cause:** Factors that contribute to low parent involvement include, lack of planning and implementation of parental involvement strategies and events by the campus and lack of a systematic parent communication strategy or method.

School Context and Organization

Problem Statement 1: Lack of quality TIER 1 instruction resulted in poor student performance of all sub populations in all core areas. **Root Cause:** In the 2019-2020 school year, there was a lack of highly qualified teachers working in key content areas. Current staffing for the 2020-21 school year indicates a continued pattern and area of concern.

Performance Objective 3: Bowie Middle School will embed technology for anytime, anywhere teaching and learning.

Strategy 1: Provide teachers with the necessary tools and training to embed technology in face-to-face and remote lessons.

Strategy's Expected Result/Impact: Every student will participate in Google Classroom both virtually and in school which will align to our hybrid educational environment.

Staff Responsible for Monitoring: Administrators, Instructional Specialists and Department Chairs.

Title I Schoolwide Elements: 2.4, 2.6

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements:
School Context and Organization 1
Technology 1

Funding Sources:
None

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Strategy 2: Use opportunity for a Blended Learning Grant to ensure student achievement growth through increased blended learning opportunity and teacher professional development.

Strategy's Expected Result/Impact: Increased academic performance and improved social and emotional learning due to more effective instruction.

Staff Responsible for Monitoring: Administrators, Instructional Specialists and Department Chairs.

Title I Schoolwide Elements: None

TEA Priorities: None

ESF Levers: None

Problem Statements: None

Funding Sources:
None

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Strategy 3: Using data sources and teacher planning to ensure that each student receives differentiated instruction.

Strategy's Expected Result/Impact: Increased academic performance and improved social and emotional learning due to more effective instruction.

Staff Responsible for Monitoring: Administrators, Instructional Specialists, teachers, and Department Chairs.

Title I Schoolwide Elements: None

TEA Priorities: None

ESF Levers: None

Problem Statements: None

Funding Sources:
None

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0% No Progress	100% Accomplished	Continue/Modify	Discontinue

School Context and Organization

Problem Statement 1: Lack of quality TIER 1 instruction resulted in poor student performance of all sub populations in all core areas. **Root Cause:** In the 2019-2020 school year, there was a lack of highly qualified teachers working in key content areas. Current staffing for the 2020-21 school year indicates a continued pattern and area of concern.

Technology

Problem Statement 1: Lack of wifi in all 6 portable buildings required to house students. **Root Cause:** The portables were delivered to campus without access to wifi and we have been waiting for wifi since we ordered it at the beginning of the 2019 - 2020 school year.

Performance Objective 4: Bowie Middle School will provide a rigorous, relevant and engaging curriculum

Strategy 1: Teachers will create rigorous lesson plans using district created unit overviews.

Strategy's Expected Result/Impact: Increased student engagement through comprehensive lesson plans, growth on NWEA/MAP Assessments.

Staff Responsible for Monitoring: Administrative Team, Instructional Specialists, Department Chairs, and Teachers.

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements:
Curriculum, Instruction, and Assessment 1
School Context and Organization 1

Funding Sources:
None

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Strategy 2: Teachers will be trained on and will implement the Laying the Foundations Curriculum for Honors/GT Students.

Strategy's Expected Result/Impact: Increase "Masters" performance across all subject areas on 2021 STAAR.

Staff Responsible for Monitoring: Administrative Team, Department Chairs, Instructional Specialists and Honors Teachers.

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements: None

Funding Sources:
None

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Curriculum, Instruction, and Assessment

Problem Statement 1: Student performance data clearly indicates a misalignment between teacher planning, data tracking, and student achievement **Root Cause:** We have a perfect storm of conditions on our campus. They include a regularly rotating number of new staff members, needing support, along with a lack of consistent and empowered support staff to ensure that planning and data analysis are totally connected to student outcomes.

School Context and Organization

Problem Statement 1: Lack of quality TIER 1 instruction resulted in poor student performance of all sub populations in all core areas. **Root Cause:** In the 2019-2020 school year, there was a lack of highly qualified teachers working in key content areas. Current staffing for the 2020-21 school year indicates a continued pattern and area of concern.

Performance Objective 5: Bowie Middle School will provide and safe and supportive school environment

Strategy 1: Teachers will complete annual Safe School training (ie Blood Borne Pathogens, Cyber Security and COVID-19Training), and will attend Ethics, Trauma and Sexual Harassment training.

Strategy's Expected Result/Impact: Students and Teacher will have a safe environment that is conducive to learning.

Staff Responsible for Monitoring: Administrative Team , Department Chairs.

Title I Schoolwide Elements: None

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Problem Statements:
School Culture and Climate 2

Funding Sources:
None

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Strategy 2: Teachers will be trained on CHAMPS and will utilize training in classrooms and throughout the building.

Strategy's Expected Result/Impact: Student will have a safe environment that is conducive to learning.

Staff Responsible for Monitoring: Administrative Team, Department Chairs

Title I Schoolwide Elements: None

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Targeted Support Strategy

Problem Statements:
School Culture and Climate 3

Funding Sources:
None

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Strategy 3: Administrators will model BRES school-wide routines and procedures, while providing teacher/staff coaching on the Culture Playbook process.

Strategy's Expected Result/Impact: Improve student safety, improve transitions

Staff Responsible for Monitoring: Administrators, Teachers, Instructional Specialists.

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: Improve low-performing schools

Funding Sources: None

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

School Culture and Climate

Problem Statement 2: In 2020 Bowie Middle School experienced a high turnover rate for teachers. **Root Cause:** Teachers had large class sizes and had to give up conference periods to cover classes because lack of substitutes .

Problem Statement 3: Campus lacked consistent expectations of student, teachers, and administration regarding school processes and academic achievement. **Root Cause:** 1. Campus did not have a consistent student management system. 2. Expectations for data driven instruction were lacking.

Performance Objective 6: Annual student attendance will increase from 92.8 in 2019-2020 to 94.0 in 2020-2021.

Evaluation Data Sources: iTTCS Attendance Data
Weekly Attendance and Drop Out Dashboard Data From Community Outreach Center (COC)

Summative Evaluation: None

Strategy 1: Bowie Middle School will provide incentives for perfect attendance each six weeks in an effort to improve attendance to 94.0 %

Strategy's Expected Result/Impact: Attendance will improve to 94.0%

Staff Responsible for Monitoring: Attendance Clerks, APs, SAS Counselor

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Problem Statements:
School Culture and Climate 1
Parent and Community Engagement 1

Funding Sources:
None

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Strategy 2: Bowie will monitor student attendance through the attendance clerks, and make contact with parents of students that fail to achieve the 90% rule of required attendance.

Strategy's Expected Result/Impact: Increased awareness by parents of students with attendance issues and improved rate of student attendance.

Staff Responsible for Monitoring: Attendance Clerks, SAS Counselors and Assistant Principals, Communities in Schools Representative.

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Problem Statements:
School Culture and Climate 1
Parent and Community Engagement 1

Funding Sources:
None

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

School Culture and Climate

Problem Statement 1: Lack of effective communication between the campus and parent in regards to parent involvement opportunities. **Root Cause:** Lack of campus plan for effective communication with parents.

Parent and Community Engagement

Problem Statement 1: Parent involvement is low due to various contributing factors. **Root Cause:** Factors that contribute to low parent involvement include, lack of planning and implementation of parental involvement strategies and events by the campus and lack of a systematic parent communication strategy or method.

Goal 2: Invest in Talent: ECISD will recruit, develop and retain highly-effective individuals who are invested in looking at tomorrow to inform their practices today.

Performance Objective 1: In 2020-21, Bowie Middle School will offer a job-embedded, personalized professional learning system for teachers and administrators.

Evaluation Data Sources: Employee Performance Evaluations
Staff Retention Rates
Eduphoria STRIVE

Summative Evaluation: None

Strategy 1: Each campus administrator will conduct a minimum of five documented walkthroughs and/or observation and feedback meetings per week.

Strategy's Expected Result/Impact: Improve instruction which will have a positive impact on student outcomes.

Staff Responsible for Monitoring: Administrative team and Instructional Specialists.

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction

Problem Statements:
Curriculum, Instruction, and Assessment 1
School Context and Organization 1

Funding Sources:
None

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Strategy 2: Campus instructional leaders will leverage digital learning to develop teacher skills in the blended learning model

Strategy's Expected Result/Impact: Students will receive more robust virtual instruction, due to increased teacher capacity.

Staff Responsible for Monitoring: Administrative team and Instructional Specialists.

Title I Schoolwide Elements: None

TEA Priorities: None

ESF Levers: None

Problem Statements: None

Funding Sources:
None

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No Progress	Accomplished	Continue/Modify	Discontinue

Curriculum, Instruction, and Assessment

Problem Statement 1: Student performance data clearly indicates a misalignment between teacher planning, data tracking, and student achievement **Root Cause:** We have a perfect storm of conditions on our campus. They include a regularly rotating number of new staff members, needing support, along with a lack of consistent and empowered support staff to ensure that planning and data analysis are totally connected to student outcomes.

School Context and Organization

Problem Statement 1: Lack of quality TIER 1 instruction resulted in poor student performance of all sub populations in all core areas. **Root Cause:** In the 2019-2020 school year, there was a lack of highly qualified teachers working in key content areas. Current staffing for the 2020-21 school year indicates a continued pattern and area of concern.

Performance Objective 2: The campus teacher retention rate will increase from 62% in 2020 to 80% in 2021.

Evaluation Data Sources: TAPR Report

Summative Evaluation: None

Strategy 1: Relay coaching will be implemented by administrative team through use of observation and feedback to identify gaps in instruction and foster teacher improvement.

Strategy's Expected Result/Impact: Train and grow highly effective teachers.

Staff Responsible for Monitoring: Administrative Team, Instructional Specialists

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction

Problem Statements:
School Culture and Climate 2
Staff Quality, Recruitment, and Retention 1
School Context and Organization 1

Funding Sources:
None

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

School Culture and Climate

Problem Statement 2: In 2020 Bowie Middle School experienced a high turnover rate for teachers. **Root Cause:** Teachers had large class sizes and had to give up conference periods to cover classes because lack of substitutes .

Staff Quality, Recruitment, and Retention

Problem Statement 1: The district and campus struggled to recruit and retain highly qualified teachers. **Root Cause:** 1. The campus has a high percentage of teachers with Alternative Certifications.

School Context and Organization

Problem Statement 1: Lack of quality TIER 1 instruction resulted in poor student performance of all sub populations in all core areas. **Root Cause:** In the 2019-2020 school year, there was a lack of highly qualified teachers working in key content areas. Current staffing for the 2020-21 school year indicates a continued pattern and area of concern.

Goal 3: Learning Journey: ECISD will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.

Performance Objective 1: Bowie Middle School will implement innovative instructional models which enable personalized learning for all students.

Targeted or ESF High Priority

Evaluation Data Sources: Observations, Data sessions, teacher evaluation rubrics, district and state assessments.

Summative Evaluation: None

Strategy 1: Bowie Middle School will utilize K-12 Summit to improve language acquisition for ELs.

Strategy's Expected Result/Impact: Increase in scores in TELPAS and or exit the ESL program

Staff Responsible for Monitoring: Administrative Team, teachers, ESL Facilitators/Aides.

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Targeted Support Strategy

Problem Statements:
School Context and Organization 1

Funding Sources:
None

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Strategy 2: Bowie Middle School will use Imagine Math/Reading to scaffold individual student learning.

Strategy's Expected Result/Impact: Close student gaps in Reading and Math.

Staff Responsible for Monitoring: Administrative Team, Teachers, IS

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Targeted Support Strategy

Problem Statements:
Student Achievement 1
School Context and Organization 1

Funding Sources:
None

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Strategy 3: Bowie Middle School will use Brain Child to scaffold learning for Special Education students

Strategy's Expected Result/Impact: Using performance data close current gaps in math and reading for all students.

Staff Responsible for Monitoring: Administrative Team, Special Education Teachers, and Teachers.

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements:
Student Achievement 1, 2
School Context and Organization 1

Funding Sources:
None

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Strategy 4: Bowie Middle School will utilize the Laying the Foundations curriculum for Honors/GT Students.

Strategy's Expected Result/Impact: Differentiate instruction to ensure that 85% of students move from meets to masters on the STAAR test.

Staff Responsible for Monitoring: Administrative Team, Honors/GT Teachers, IS.

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements: None

Funding Sources:
None

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Strategy 5: Teach to One Math will be implemented in sixth and seventh grade to close the learning gaps that students have in math.

Strategy's Expected Result/Impact: Bring students up, by 15%, to grade level in Math and improve student achievement on STAAR and District Assessments

Staff Responsible for Monitoring: Administrative Team, IS, Math Director, and teachers.

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Targeted Support Strategy

Problem Statements: None

Funding Sources:
None

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0% No Progress	100% Accomplished	Continue/Modify	Discontinue

Student Achievement

Problem Statement 1: The lowest area of performance overall was in Grade 8 Math, with 6.96% achieving "Met Standard." **Root Cause:** Combined with inconsistent teacher capacity for moving students forward, students in Grade 8 were tested every two weeks in this area. Our culture surveys as well as qualitative data around counseling and support PLC conversations indicates that this led to a sharp decline in student initiative and performance.

Problem Statement 2: The next lowest area of performance in 2019-20 was Grade 7 Math, with 11.66% meeting standard. **Root Cause:** In this area, our concern was a lack of key concept knowledge in the Grade 7 Math Teachers, identified by PLC data meetings and instructional supports needed regularly throughout the year.

School Context and Organization

Problem Statement 1: Lack of quality TIER 1 instruction resulted in poor student performance of all sub populations in all core areas. **Root Cause:** In the 2019-2020 school year, there was a lack of highly qualified teachers working in key content areas. Current staffing for the 2020-21 school year indicates a continued pattern and area of concern.

Performance Objective 2: 6th Grade Reading "Meets Standard" percentage will increase from 23 % in 2019 to 57% in 2021 as measured by the STAAR.

Evaluation Data Sources: District benchmarks and STAAR test data

Summative Evaluation: None

Strategy 1: Continue the implementation of the Balanced Literacy framework.

Strategy's Expected Result/Impact: Increase the "meets" percentage in Reading on the STAAR Exam.

Staff Responsible for Monitoring: Administrative Team, Teachers, Instructional Specialists.

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Targeted Support Strategy

Problem Statements:
Student Achievement 1
School Context and Organization 1

Funding Sources:
None

Formative
Oct
Jan
Mar
Summative
May

Strategy 2: Continue the implementation of 90 minute block scheduling for 6th Grade Reading which allows more time for remediation, intervention and re-teach.

Strategy's Expected Result/Impact: Growth in percentage of students who achieve "Meets" on STAAR.

Staff Responsible for Monitoring: Administrative Team, Instructional Specialists, Teachers.

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Targeted Support Strategy

Problem Statements:
Student Achievement 1
School Context and Organization 1

Funding Sources:
None

Formative
Oct
Jan
Mar
Summative
May

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Student Achievement

Problem Statement 1: The lowest area of performance overall was in Grade 8 Math, with 6.96% achieving "Met Standard." **Root Cause:** Combined with inconsistent teacher capacity for moving students forward, students in Grade 8 were tested every two weeks in this area. Our culture surveys as well as qualitative data around counseling and support PLC conversations indicates that this led to a sharp decline in student initiative and performance.

School Context and Organization

Problem Statement 1: Lack of quality TIER 1 instruction resulted in poor student performance of all sub populations in all core areas. **Root Cause:** In the 2019-2020 school year, there was a lack of highly qualified teachers working in key content areas. Current staffing for the 2020-21 school year indicates a continued pattern and area of concern.

Performance Objective 3: 6th grade math "meets" percentage will increase from 27% in 2019 to 57% in 2021 as measured by the STAAR.

Strategy 1: Bowie Middle School will continue implementation of Teach to One Math for Sixth Grade Math.

Strategy's Expected Result/Impact: Close gaps in student learning in Math.

Staff Responsible for Monitoring: Administrative Team, Instructional Specialist, Math Director, TTO Teachers.

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Targeted Support Strategy

Problem Statements:
Student Achievement 1, 2
School Context and Organization 1

Funding Sources:
None

Formative
Oct
Jan
Mar
Summative
May

Strategy 2: Bowie Middle School will continue the implementation of 90 minute blocked classes for sixth and seventh grade math.

Strategy's Expected Result/Impact: Students will have exposure to five modalities of math which will increase the number of students who achieve "Meets" on the STAAR Math Exam.

Staff Responsible for Monitoring: Administrative Team, Instructional Specialists, Math Director, teach to one (TTO) Teachers.

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Targeted Support Strategy

Problem Statements:
Student Achievement 1, 2
School Context and Organization 1

Funding Sources:
None

Formative
Oct
Jan
Mar
Summative
May

Strategy 3: Bowie Middle School Sixth Grade Math teachers will participate in PLCs daily and will have a planning period daily in which to plan their lessons.

Strategy's Expected Result/Impact: Closing of gaps in math learning, increase in number of students who achieve "Meets" on STAAR Math.

Staff Responsible for Monitoring: Administrative Team, Instructional Specialist, Math Director, TTO Teachers.

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements:
Curriculum, Instruction, and Assessment 1

Funding Sources:
None

Targeted Support Strategy

Formative	Summative
Oct	
Jan	
Mar	May

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Student Achievement

Problem Statement 1: The lowest area of performance overall was in Grade 8 Math, with 6.96% achieving "Met Standard." **Root Cause:** Combined with inconsistent teacher capacity for moving students forward, students in Grade 8 were tested every two weeks in this area. Our culture surveys as well as qualitative data around counseling and support PLC conversations indicates that this led to a sharp decline in student initiative and performance.

Problem Statement 2: The next lowest area of performance in 2019-20 was Grade 7 Math, with 11.66% meeting standard. **Root Cause:** In this area, our concern was a lack of key concept knowledge in the Grade 7 Math Teachers, identified by PLC data meetings and instructional supports needed regularly throughout the year.

Curriculum, Instruction, and Assessment

Problem Statement 1: Student performance data clearly indicates a misalignment between teacher planning, data tracking, and student achievement **Root Cause:** We have a perfect storm of conditions on our campus. They include a regularly rotating number of new staff members, needing support, along with a lack of consistent and empowered support staff to ensure that planning and data analysis are totally connected to student outcomes.

School Context and Organization

Problem Statement 1: Lack of quality TIER 1 instruction resulted in poor student performance of all sub populations in all core areas. **Root Cause:** In the 2019-2020 school year, there was a lack of highly qualified teachers working in key content areas. Current staffing for the 2020-21 school year indicates a continued pattern and area of concern.

Performance Objective 4: 8th Grade Reading "meets standard" percentage will increase from 35% in 2019 to 57% in 2021 as measured by the STAAR.

Strategy 1: Bowie Middle School Eighth Grade Reading teachers will have PLCs and a planning period daily.

Strategy's Expected Result/Impact: Target needed skills to improve student performance data.

Staff Responsible for Monitoring: Administrative Team, Instructional Specialist, Teachers

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Targeted Support Strategy

Problem Statements:
Curriculum, Instruction, and Assessment 1

Funding Sources:
None

Formative
Oct
Jan
Mar
Summative
May

Strategy 2: Bowie Middle School will implement 90 minute block scheduling for grade 8 Reading.

Strategy's Expected Result/Impact: Increased number of students achieving "Meets" on STAAR Reading

Staff Responsible for Monitoring: Administrative Team, Instructional Specialists, Teachers.

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction

Targeted Support Strategy

Problem Statements:
School Context and Organization 1

Funding Sources:
None

Formative
Oct
Jan
Mar
Summative
May

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Curriculum, Instruction, and Assessment

Problem Statement 1: Student performance data clearly indicates a misalignment between teacher planning, data tracking, and student achievement **Root Cause:** We have a perfect storm of conditions on our campus. They include a regularly rotating number of new staff members, needing support, along with a lack of consistent and empowered support staff to ensure that planning and data analysis are totally connected to student outcomes.

School Context and Organization

Problem Statement 1: Lack of quality TIER 1 instruction resulted in poor student performance of all sub populations in all core areas. **Root Cause:** In the 2019-2020 school year, there was a lack of highly qualified teachers working in key content areas. Current staffing for the 2020-21 school year indicates a continued pattern and area of concern.

Performance Objective 5: 8th grade Math "meets" percentage will increase from 18% in 2019 to 48% in 2021 as measured by the STAAR.

Strategy 1: Bowie Middle School Eighth Grade Math teachers will have a PLC and planning period daily in order to disaggregate data and plan.

Strategy's Expected Result/Impact: Increase number of students achieving "Meets" on STAAR Math.

Staff Responsible for Monitoring: Administrative Team, Instructional Specialist, Teachers.

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction

Targeted Support Strategy

Problem Statements:
Curriculum, Instruction, and Assessment 1

Funding Sources:
None

Formative
Oct
Jan
Mar
Summative
May

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Curriculum, Instruction, and Assessment

Problem Statement 1: Student performance data clearly indicates a misalignment between teacher planning, data tracking, and student achievement **Root Cause:** We have a perfect storm of conditions on our campus. They include a regularly rotating number of new staff members, needing support, along with a lack of consistent and empowered support staff to ensure that planning and data analysis are totally connected to student outcomes.

Performance Objective 6: 8th grade Science "meets" percentage will increase from 26% in 2019 to 45% in 2021 as measured by the STAAR.

Strategy 1: Bowie Middle School Eighth Grade Science Teachers will have a PLC and planning period daily in order to disaggregate data and plan.

Strategy's Expected Result/Impact: Increase percentage of students who achieve "Meets" on Eighth Grade Science STAAR.

Staff Responsible for Monitoring: Administrative Team, Instructional Specialist.

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction

Targeted Support Strategy

Problem Statements:
Curriculum, Instruction, and Assessment 1

Funding Sources:
None

Formative
Oct
Jan
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Summative
May

Strategy 2: Bowie Middle School will utilize Brain Pop to support student learning.

Strategy's Expected Result/Impact: Increased number of students achieving "Meets" on STAAR Science Exam.

Staff Responsible for Monitoring: Administrative Team, Instructional Specialist, Department Chair, Teachers.

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements:
School Context and Organization 1

Funding Sources:
Title One School- Improvement

Formative
Oct
Jan
Mar
Summative
May

Strategy 3: Bowie Middle School will implement a LEGO Robotics Program for Grade 7 and 8 students during the 2020-2021 school year.

Strategy's Expected Result/Impact: Increase in student engagement in the field of Science/Tech.

Staff Responsible for Monitoring: Principal, AP, Robotics Teacher.

Title I Schoolwide Elements: 2.4, 2.5

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Problem Statements:
School Context and Organization 1

Funding Sources:
None

Formative
Oct
Jan
Mar
Summative
May

Strategy 4: Bowie Middle School will integrate Science into ELAR during non fiction units

Strategy's Expected Result/Impact: Support Science through reading across the curriculum.

Staff Responsible for Monitoring: Administrative Team, Instructional Specialist, ELAR and Science Department Chairs.

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements:
School Context and Organization 1

Funding Sources:
None

Formative
Oct
Jan
Mar
Summative
May

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Curriculum, Instruction, and Assessment

Problem Statement 1: Student performance data clearly indicates a misalignment between teacher planning, data tracking, and student achievement **Root Cause:** We have a perfect storm of conditions on our campus. They include a regularly rotating number of new staff members, needing support, along with a lack of consistent and empowered support staff to ensure that planning and data analysis are totally connected to student outcomes.

School Context and Organization

Problem Statement 1: Lack of quality TIER 1 instruction resulted in poor student performance of all sub populations in all core areas. **Root Cause:** In the 2019-2020 school year, there was a lack of highly qualified teachers working in key content areas. Current staffing for the 2020-21 school year indicates a continued pattern and area of concern.

Performance Objective 7: The percentage of students scoring "Meets" on the first administration of the Algebra I EOC will increase from 86% to 90% will improve as measured by the 2021 STAAR Assessment.

Strategy 1: Teachers will attend District INSPIRE Calculator training throughout the year.

Strategy's Expected Result/Impact: Student scores will improve on ALG I EOC

Staff Responsible for Monitoring: Administrative team, IS, Math Department Chair, Algebra Teacher

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements:
Student Achievement 2
School Context and Organization 1

Funding Sources:
None

Formative	Summative
Oct	
Jan	
Mar	May

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Student Achievement

Problem Statement 2: The next lowest area of performance in 2019-20 was Grade 7 Math, with 11.66% meeting standard. **Root Cause:** In this area, our concern was a lack of key concept knowledge in the Grade 7 Math Teachers, identified by PLC data meetings and instructional supports needed regularly throughout the year.

School Context and Organization

Problem Statement 1: Lack of quality TIER 1 instruction resulted in poor student performance of all sub populations in all core areas. **Root Cause:** In the 2019-2020 school year, there was a lack of highly qualified teachers working in key content areas. Current staffing for the 2020-21 school year indicates a continued pattern and area of concern.

Performance Objective 8: The percentage of students that Met Standard on all subjects/grades tested will increase from 25% (2019 STAAR) to 29% as measured by the 2021 STAAR assessment.

Strategy 1: 90 minute Block scheduling will be provided to increase instructional time for sixth through eighth ELAR as well as sixth and seventh grade Math.

Strategy's Expected Result/Impact: Improved student achievement on district assessments and STAAR

Staff Responsible for Monitoring: Administrative team, ISs, Department Chairs

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Targeted Support Strategy

Problem Statements:
Student Achievement 1, 2
School Context and Organization 1

Funding Sources:
Tutoring Supplemental Pay State Comp Ed

Formative
Oct
Jan
Mar
Summative
May

Strategy 2: Teachers will provide target STAAR tutoring for students as needed throughout the week.

Strategy's Expected Result/Impact: Improved student achievement on district assessments and STAAR.

Staff Responsible for Monitoring: Administrative team, ISs, Teachers

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction

Targeted Support Strategy

Problem Statements:
Student Achievement 1, 2

Funding Sources:
None

Formative
Oct
Jan
Mar
Summative
May

Strategy 3: Teach to One Math will be implemented in sixth and seventh grade to close learning gaps that students have in Math

Strategy's Expected Result/Impact: Bring students up to grade level in Math and improve data and student achievement on STAAR and District Assessments

Staff Responsible for Monitoring: Administrative Team, IS, Math Director

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Targeted Support Strategy

Problem Statements:
Student Achievement 2

Funding Sources:
None

Formative
Oct
Jan
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Summative
May

Strategy 4: All core subject teachers will have daily protected PLC time as well as a daily planning period and Big Rocks Intensive Support and Training on Rigor.

Strategy's Expected Result/Impact: Teachers will have more time to analyze data and plan, which will result in student growth.

Staff Responsible for Monitoring: Leadership Team, ISs,

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements:
Curriculum, Instruction, and Assessment 1

Funding Sources:
None

Formative
Oct
Jan
Mar
Summative
May

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Student Achievement

Problem Statement 1: The lowest area of performance overall was in Grade 8 Math, with 6.96% achieving "Met Standard." **Root Cause:** Combined with inconsistent teacher capacity for moving students forward, students in Grade 8 were tested every two weeks in this area. Our culture surveys as well as qualitative data around counseling and support PLC conversations indicates that this led to a sharp decline in student initiative and performance.

Problem Statement 2: The next lowest area of performance in 2019-20 was Grade 7 Math, with 11.66% meeting standard. **Root Cause:** In this area, our concern was a lack of key concept knowledge in the Grade 7 Math Teachers, identified by PLC data meetings and instructional supports needed regularly throughout the year.

Curriculum, Instruction, and Assessment

Problem Statement 1: Student performance data clearly indicates a misalignment between teacher planning, data tracking, and student achievement **Root Cause:** We have a perfect storm of conditions on our campus. They include a regularly rotating number of new staff members, needing support, along with a lack of consistent and empowered support staff to ensure that planning and data analysis are totally connected to student outcomes.

School Context and Organization

Problem Statement 1: Lack of quality TIER 1 instruction resulted in poor student performance of all sub populations in all core areas. **Root Cause:** In the 2019-2020 school year, there was a lack of highly qualified teachers working in key content areas. Current staffing for the 2020-21 school year indicates a continued pattern and area of concern.

Performance Objective 9: The percentage of students meeting or exceeding the growth target will increase from 57% in 2020 to 75% in 2021.

Strategy 1: Bowie Middle School will implement DDI through PLCs to plan, teach and re-teach

Strategy's Expected Result/Impact: Student Growth

Staff Responsible for Monitoring: Administrative Team, IS

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements:
Curriculum, Instruction, and Assessment 1
School Context and Organization 1

Funding Sources:
None

Formative	Summative
Oct	
Jan	
Mar	May

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Curriculum, Instruction, and Assessment

Problem Statement 1: Student performance data clearly indicates a misalignment between teacher planning, data tracking, and student achievement **Root Cause:** We have a perfect storm of conditions on our campus. They include a regularly rotating number of new staff members, needing support, along with a lack of consistent and empowered support staff to ensure that planning and data analysis are totally connected to student outcomes.

School Context and Organization

Problem Statement 1: Lack of quality TIER 1 instruction resulted in poor student performance of all sub populations in all core areas. **Root Cause:** In the 2019-2020 school year, there was a lack of highly qualified teachers working in key content areas. Current staffing for the 2020-21 school year indicates a continued pattern and area of concern.

Performance Objective 10: Create systems that support all graduating seniors to and through college, career, and military decisions.

Strategy 1: Middle school students, parents, counselors and teachers will be provided information annually concerning dual credit, higher education admissions, financial aid, TEXAS grant, TEACH for TEXAS grant to guide their decisions on course selections.

Strategy's Expected Result/Impact: More effective course selections, resulting in more graduates being prepared for college, career, or military service.

Staff Responsible for Monitoring: Administrative Team, IS, Teaching staff

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

Formative
Oct
Jan
Mar
Summative
May

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Daily PLC meetings will be implemented in 6th -8th grade core subjects.
1	1	2	Bowie Middle School will implement and monitor Relay strategies to ensure student progress and teacher efficiency.
1	5	2	Teachers will be trained on CHAMPS and will utilize training in classrooms and throughout the building.
3	1	1	Bowie Middle School will utilize K-12 Summit to improve language acquisition for ELs.
3	1	2	Bowie Middle School will use Imagine Math/Reading to scaffold individual student learning.
3	1	5	Teach to One Math will be implemented in sixth and seventh grade to close the learning gaps that students have in math.
3	2	1	Continue the implementation of the Balanced Literacy framework.
3	2	2	Continue the implementation of 90 minute block scheduling for 6th Grade Reading which allows more time for remediation, intervention and re-teach.
3	3	1	Bowie Middle School will continue implementation of Teach to One Math for Sixth Grade Math.
3	3	2	Bowie Middle School will continue the implementation of 90 minute blocked classes for sixth and seventh grade math.
3	3	3	Bowie Middle School Sixth Grade Math teachers will participate in PLCs daily and will have a planning period daily in which to plan their lessons.
3	4	1	Bowie Middle School Eighth Grade Reading teachers will have PLCs and a planning period daily.
3	4	2	Bowie Middle School will implement 90 minute block scheduling for grade 8 Reading.
3	5	1	Bowie Middle School Eighth Grade Math teachers will have a PLC and planning period daily in order to disaggregate data and plan.
3	6	1	Bowie Middle School Eighth Grade Science Teachers will have a PLC and planning period daily in order to disaggregate data and plan.
3	8	1	90 minute Block scheduling will be provided to increase instructional time for sixth through eighth ELAR as well as sixth and seventh grade Math.
3	8	2	Teachers will provide target STAAR tutoring for students as needed throughout the week.

Goal	Objective	Strategy	Description
3	8	3	Teach to One Math will be implemented in sixth and seventh grade to close learning gaps that students have in Math

State Compensatory

Budget for Bowie Middle School

Account Code	Account Title	Budget
6100 Payroll Costs		
164.11..00.043.6119	6119 Salaries or Wages - Teachers and Other Professional Personnel	$100,000.00
	6100 Subtotal:	**$100,000.00**

Personnel for Bowie Middle School

Name	Position	Program	FTE
Cynthia Pierce	Teacher	Dyslexia	
Dan Dorethy	SAS Counselor	Counseling	
Sylvia Gonzales	Liaison	Communities in schools	

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

Teach to One Math-$22,000

Parent Engagement-Family Nights-$2857.00

Purchase of 2 new mobile computer stations (COWS)-$17,000.00

Admin Professional Development-$13,000.00

Counselor Professional Development-$1500.00

Teacher Professional Development-$15,000

Title I Budget-74,329.00

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

Stakeholders include Dept Chairs, teachers, Administrators, Counselors, campus feedback and parent involvement.

2.2: Regular monitoring and revision

The Campus Improvement Plan will be monitored and revised at in November and February of the school year to make revisions.

2.3: Available to parents and community in an understandable format and language

Parent Meeting planning following district related time line and posted on campus website for parent access.

2.4: Opportunities for all children to meet State standards

Bowie has the strategies of the ECISD Middle School redesign which includes the following:

90 Minute block for 6th ELAR/Math and 7th ELAR

Teach to One Math for 6th Grade Math

Implementation of new ELAR TEKS

Dedicated PLC Planning for 6th and 7th Grade ELAR and Math teachers

AVID EXCEL for 6th Grade

AVID MSEAN Mentoring

CHAMPS

Relay

After School and before school tutoring

Istation

Imagine Math

2.5: Increased learning time and well-rounded education

Learning time will increase 6th Grade ELAR and Math as well as 7th ELAR as they are moving to a 90 minute block schedule.

2.6: Address needs of all students, particularly at-risk

All planned and implemented academic strategies are designed to meet the needs of At-Risk students on the campus.

At-Risk students will be monitored for the following:

1. Academic growth and performance

    Math

    ELAR

2. Attendance

3. Intervention

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

Parent policy and parent compact will be developed by members of the school including parents. Both documents will focus on student achievement and parent involvement.

The documents will be distributed during Open House and parent nights.

3.2: Offer flexible number of parent involvement meetings

Flexible parent involvement meetings include;

6th Grade parent orientation

Meet Your Teacher Night-Open House

Family Nights (Math, Science, Reading)

Campus Funding Summary

State Comp Ed					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	8	1	Tutoring Supplemental Pay		$0.00
				Sub-Total	$0.00
Title One School- Improvement					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	6	2			$0.00
				Sub-Total	$0.00
				Grand Total	$0.00

Addendums

Ector County Independent School District

Crockett Middle School

Improvement Plan

2020-2021

Mission Statement

At Crockett we will develop the leaders of tomorrow by:

- Creating Critical Thinkers
- Problem Solvers
- and Responsible Productive Citizens.

Vision

"Developing World Class Leaders One **C**reative **O**utstanding **L**eader of **T**omorrow."

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- Goal 3 : Learning Journey: ECISD will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society. 41

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Comprehensive Needs Assessment

Needs Assessment Overview

Based on the needs discussed in the Needs Assessment the following supplemental programs/services will be offered:

TRAC Program: Student Pregnancy Services
Odyssey Ware: Credit Recovery
Summer Remediation for STAAR/EOC recovery:
Targeted grades
At Risk Tutoring
Literacy Initiatives/ Abydos
Communities in Schools
Core Teacher Professional Development for at risk
strategies
Bilingual ESL Literacy: sub ob 89
Bilingual ESL Literacy: sub ob 89
Reading Dyslexia Interventionist
Community Outreach Services
Drop Out Prevention Counselors (SAS counselors)
Campus Curriculum Facilitators
Parent Involvement Activities
Homeless Specialist & homeless services for non-title one
campuses
Supplemental Instructional Support Activities as
identified in planning
Professional Development for Administration
Parent Involvement Activities
Professional Development for Administration
Supplemental Guidance Counselor
Extended Year Services
Special Education Additives/Stipends
AVID Tutors
ESL Coordinator

ESL Aides

Demographics

Demographics Summary

Historical Data Student & Teacher Information

Table 1 Enrollment

Year	6th -8th		
2021	1081		
2020	1128		
2019	1199		
2018	1218		
2017	1180		
2016			
2015			
2014			

Table 2 Ethnic Distribution

Year	White	Hispanic	Black	Asian	AA	Islander	2 or More	At Risk	EcoDis	LEP
2020	151	952	16	4	4	1	14	869	712	287
2019	137	1023	23	3	1	1	11	855	719	283
2018	164	1011	25	2	5	2	9	889	709	218
2017	152	1006	15	0	2	1	4	915	744	206
2016	173	967	21	2	4	0	10	891	711	181
2015										
2014										

Table 3 Special Programs

Year	Special Ed	State	ELL	State	At-Risk	State	GT	State	CTE	State
2020	127		287		833		136		126	
2019	122		283		885		147		134	
2018	109		218		889		142		133	
2017	103		206		915		123		138	
2016	111		181		891		99		119	
2015										
2014										

Special education student enrollment has increased but continues to be below the state average. Our English Learner identified student population has increased while the number of identified at-risk students has decreased.

Table 4 Attendance Rates

Year	State	District	Campus	H	W	AA	EcoDis	Special Ed	ELL
2020			95.7	95.7	95.6	93.9	95.4	94.8	96.1
2019			94	93.3	92.3	92.1	93.4	92	94.2
2018			93.7						
2017	95.7	94.6	95	95.3	93.3	95.4	94.7	94.4	96.2
2016	95.8	94.7	95.2	95.4	94	95.4	94.8	94.2	96.5
2015									
2014									
2013									

Attendance rate is below the state level in all areas. English Learner students attend at the highest rate; while Special Education students' attendance is the lowest.

Number of Employees

Year	Employees	
2020		
2019	134	
2018	134	
2017	106	
2016	100	

Employee numbers are decreasing, while the number of students is increasing. This is due to unfilled vacancies.

Table 10 Teachers by Years of Experience

Year	Beginning	1 – 5 Years	6 – 10 Years	11 – 20 Years	Over 20 Years
2019	12.8	29.1	8.0	11.0	13.0
2018	7.6	30.5	9.9	13.8	13.0
2017	8.1	31.5	8.2	15.5	14.2
2016	13.2	24.2	8.0	16.1	15.3
2014					

Half of the teaching staff has 5 years or less of teaching experience. Teachers with between 1-5 & 6-10 year of teaching experience has a significant decrease.

Demographics Strengths

Eco dis allowed us to be a Title one campus which in turn gave us some monetary benefits.

The diversity of our student enrollment is an asset to our campus culture.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The problem is an increase in student enrollment and a shortage of highly qualified teachers. **Root Cause:** The root cause is the increased student enrollment due to the booming economy and highly qualified staff leaving education to work in the private sector.

Student Achievement

Student Achievement Summary

Domain 1

2019	Approaches	Meets	Masters	2018	approaches	Meets	Masters	2020 Spring Benchmar	Approaches	Meets	Masters
Math	69%	33%	10%		63%	27%	9%	Math	59%	24%	6%
Reading	51%	22%	9%		50%	19%	8%	Reading	36%	12%	4%
Writing	39%	14%	4%		44%	22%	6%	Writing	38%	16%	4%
Science	61%	26%	8%		66%	36%	13%	Science	48%	17%	4%
Social Studies	38%	9%	3%		28%	5%	2%	Social Studies	27%	5%	1%

Algebra- 100% approaches, 97% Meets and 69% Masters

Growth in Math overall Continues and writing was showing growth. Social studies was also showing growth as we still had time to continue learning

Student Achievement Strengths

Math over all showed growth from previous year.

Overall math was 69%.

Algebra had 100% at approaches, 87% Meets and 69% Masters.

Special Education showed growth and met the indicator of closing the gap.

Reading showed a slight growth from previous year overall.

Looking at our spring data we were making gains in math, writing and social studies. We still needed to continue the growth in reading, but was showing gains individually.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): The problem is the decrease in STAAR scores and student success in Reading, especially in 6th grade. **Root Cause:** The root cause is the decrease in time spent on reading skills from 5th to 6th grade. English Learners transition to English for the first time. There is an increase in transitions during the day for 6th grade.

Problem Statement 2 (Prioritized): The problem is 6th-8th grade Math STAAR scores are below state average. . **Root Cause:** The root cause is the decrease in time spent on math skills from 5th to 6th. English Learners transition to English for the first time. There is an increase in transitions during the day for 6th grade. 75% of 6th grade math TEKS are new to the grade level.

Problem Statement 3 (Prioritized): The problem is ELAR and Math STAAR scores are below the state average. **Root Cause:** The root cause is that 45 minute class periods was not enough time to implement guided comprehension and guided math.

Problem Statement 4 (Prioritized): The problem is that our sped population usually score lower than state average **Root Cause:** The root cause is that students do not received enough individualized instruction to meet their needs

Problem Statement 5 (Prioritized): The problem is that 8th Reading scores did not show significant growth **Root Cause:** Teachers did not plan with fidelity using district provided resources

Problem Statement 6 (Prioritized): The problem is that 8th grade science scores did not show significant growth **Root Cause:** Resources are not utilized by all teachers

Problem Statement 7 (Prioritized): The problem is 6th -8th STAAR scores are below state average **Root Cause:** The root cause is that some students need more individualized learning in small group setting

School Culture and Climate

School Culture and Climate Summary

Crockett MS staff members share a belief in the vision, mission, and values the campus has established. Teachers and the Administrative team work together to support all students. New staff members are expected to create a climate that is positive with a focus on student success.

A team was part of Relay training this last summer and were able to take some of the learning and implement some protocals that has helped our culture in our school. We implemneted transitions, hallway expectatons, cafeteria expectations, morning arrival and dismisal. We began the first 5 minute protocal.

We also started coaching teachers using the Relay scritpst.

In 2020-21 APs are getting trained on Relay to help with the implementation of Relay protocals

School Culture and Climate Strengths

The strengths of Crockett MS are:

1. School-wide routines and procedures are taught and expected.

2. AVID strategies are used school-wide. AVID team is involved with the campus and community.

3. The campus teachers and students hold each other accountable for school expectations.

4. Teacher coaching using Relay scritps was used and implemented.

5. Daily PLC were implemented for ELAR and Math in all grades.

6. Fine Arts department collaborates and contributes for a positive school culture by performing at different events including the community

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1 (Prioritized): The problem is an existing gap between School and Parents with regards to parent involvement. **Root Cause:** The root cause is lack of parent training on parent involvement opportunities, ineffective parent communication, and inadequate training on how to access parent portal.

Problem Statement 2 (Prioritized): The problem that some are unprepared for situations that arise throughout the year **Root Cause:** The cause is that some staff view some of these training as a "check " that they have completed them

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Crockett works with the HR department to recruit highly qualified teachers. Teacher salary is compatible if not higher than other districts. We communicate with alternitive certification programs to help us recruit.

ECISD is part of Odessa Pathway to recruit and train future teachers. District teachers are mentors to the new candidates during the "student teaching". Then we can interview and hire.

Staff Quality, Recruitment, and Retention Strengths

Crockett MS works with different department to help and train our new teachers. Our veteran teachers are a great resource to our new teachers.

The Instructional Specialist are an integral part of helping our teachers adjustment to teaching.

Administrators contact teacher programs to recruit for our open positions.

New teachers are welcome and made to feel as part of the Crockett Family.

We implemented Relay Protocols to help and coach new or teachers needing more support as well as setting a positive climate using Relay protocols.

This year (2020-2021) we will be implementing Opportunity Culture in 6th Reading.

Teachers work collaboratebly

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1 (Prioritized): The problem is inadequate recruitment and retention of high qualified teachers **Root Cause:** The root causes are limited number of teachers available for hire, and limited number of highly qualified teachers.

Problem Statement 2 (Prioritized): The problem is the lack of quality instruction resulting in low student performance **Root Cause:** The root cause is that teachers have not had the opportunity for day to day coaching/training

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Crockett MS implements various curriculum programs designated by the district. The campus also uses the PLC process to analyze data, plan for instruction, and implement school wide processes.

Curriculum, Instruction, and Assessment Strengths

A strength for Crockett MS is the utilization of two Instructional Specialists.

The staff collaborates during PLCs and communicates through department chairs.

Daily PLC for ELAR and Math in every grade.

Guided Comprehension was implemented and teachers trained

Relay Protocols - coaching teachers

Opportunity Culture in 6th grade ELAR

AVID Excel was implemented in 6th and 7th and moving to 8th grade for our ELs

Block schedule for 6th and 7th ELAR and 6th Math

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): The problem is no scheduled PLCs time to plan with fidelity. **Root Cause:** Root cause is teachers covering classes due to shortage of teachers and substitutes during their planning time.

Problem Statement 2 (Prioritized): The problem is teachers not receiving adequate PD training regarding diverse learners **Root Cause:** The problem training are off contract or during the year, but no subs are available

Problem Statement 3 (Prioritized): The problem is that students are not engaged in rigorous lesson and do not show growth **Root Cause:** The root cause

is that not all teachers plan rigorous lessons or do not know how to plan using the district overviews

Problem Statement 4 (Prioritized): The problem is the lack of daily PLC to plan with fidelity **Root Cause:** Master schedule will not allow for science teachers to have daily PLC

Problem Statement 5 (Prioritized): The problem is that ELAR teachers are not integrating science lesson with fidelity during the non fiction unit **Root Cause:** The root cause is that both science and ELAR teachers are not consistently working together to integrate curriculum

Problem Statement 6 (Prioritized): The problem is that re teach is not effective after disaggregating data **Root Cause:** The root cause is that data is not utilized effectively to drive instruction

Parent and Community Engagement

Parent and Community Engagement Summary

Crockett MS encourages family involvement by informing parents through parent portal, our website, Facebook,Twitter, Parent Link, family nights, Fine arts presentations, teacher communication, student orientation.

Parent and Community Engagement Strengths

Crockett MS is a Title One campus and some of the benefits is the money that is received which allows us to purchase things that benefit the students. Money is also used for family engagement activities.

AVID does a great job of involving our students in community activities.

Fine arts performance is a great way to involve parents including their boosters.

We have different family nights throughout the year with great participation

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): The problem consists of ineffective parent and community engagement. **Root Cause:** The root cause is lack of planning high quality parent involvement activities and not making parent involvement a priority.

School Context and Organization

School Context and Organization Summary

Crockett MS is organized with a principal and three assistant principal, department chairs for each core and one for electives, one Instructional Specialist, and one 6th grade ELAR MCL plus a TRT that will support and provide coaching to the ELAR teachers. We also have an ESL facilitator that focuses on our ELs. The decision making process consists of the department chairs and leadership team meeting with teachers and gathering input regarding instruction, needs, and concerns. The input collected is reviewed and discuss with the leadership team in order to provide the support needed.

School Context and Organization Strengths

One 6th grade ELAR MCL and TRT that will support the ELAR teachers in 6th grade.

Department chairs are a great asset to the school.

Relay and Opportunity Culture

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1 (Prioritized): The problem is inefficient organizational routines and structures **Root Cause:** Root causes consist of inconsistent implementation of school wide routines and structures, inconsistent expectations for student performance.

Technology

Technology Summary

Crockett now has a one to one device chrome (almost) for each student. Parents have been given an opportunity to get a Chrome for their student multiple times and days.

This year the district has purchased more chromes which will allows us to be a one to one campus. Teachers can share their lesson and upload them into Gooogle classroom.

We also purchase cameras for each teacher to facilitate the virtual world. The district purchased Juno speakers/microphones for all core teachers.

Technology Strengths

We will be coming a one to one campus with each student has chrome

All teachers utilized and are familiar with Google classroom which will be the platform to teach on line.

Technology specialist is a great help regarding PD and technology.

Cameras and microphones for all teachers that will enable them to grow and learn to use for the virtual learning.

Problem Statements Identifying Technology Needs

Problem Statement 1 (Prioritized): The problem is lack of wifi availability in portable buildings. **Root Cause:** Root cause is portable buildings not having wifi capability..

Problem Statement 2 (Prioritized): Problem is not all students have access to technology on a daily basis. **Root Cause:** Root cause is the limited number of devices compared to number of students.

Problem Statement 3 (Prioritized): The problem is that lesson delivery are basic and not adequate for remote learning **Root Cause:** The root cause is that not all teachers are at different levels reagarding all the learning/teaching platforms.

Priority Problem Statements

Problem Statement 1: The problem is the decrease in STAAR scores and student success in Reading, especially in 6th grade.

Root Cause 1: The root cause is the decrease in time spent on reading skills from 5th to 6th grade. English Learners transition to English for the first time. There is an increase in transitions during the day for 6th grade.

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: The problem is 6th-8th grade Math STAAR scores are below state average. .

Root Cause 2: The root cause is the decrease in time spent on math skills from 5th to 6th. English Learners transition to English for the first time. There is an increase in transitions during the day for 6th grade. 75% of 6th grade math TEKS are new to the grade level.

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: The problem is an existing gap between School and Parents with regards to parent involvement.

Root Cause 3: The root cause is lack of parent training on parent involvement opportunities, ineffective parent communication, and inadequate training on how to access parent portal.

Problem Statement 3 Areas: School Culture and Climate

Problem Statement 4: The problem is inadequate recruitment and retention of high qualified teachers

Root Cause 4: The root causes are limited number of teachers available for hire, and limited number of highly qualified teachers.

Problem Statement 4 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 5: The problem is no scheduled PLCs time to plan with fidelity.

Root Cause 5: Root cause is teachers covering classes due to shortage of teachers and substitutes during their planning time.

Problem Statement 5 Areas: Curriculum, Instruction, and Assessment

Problem Statement 6: The problem consists of ineffective parent and community engagement.

Root Cause 6: The root cause is lack of planning high quality parent involvement activities and not making parent involvement a priority.

Problem Statement 6 Areas: Parent and Community Engagement

Problem Statement 7: The problem is inefficient organizational routines and structures

Root Cause 7: Root causes consist of inconsistent implementation of school wide routines and structures, inconsistent expectations for student performance.

Problem Statement 7 Areas: School Context and Organization

Problem Statement 8: The problem is lack of wifi availability in portable buildings.

Root Cause 8: Root cause is portable buildings not having wifi capability..

Problem Statement 8 Areas: Technology

Problem Statement 9: Problem is not all students have access to technology on a daily basis.

Root Cause 9: Root cause is the limited number of devices compared to number of students.

Problem Statement 9 Areas: Technology

Problem Statement 10: The problem is ELAR and Math STAAR scores are below the state average.

Root Cause 10: The root cause is that 45 minute class periods was not enough time to implement guided comprehension and guided math.

Problem Statement 10 Areas: Student Achievement

Problem Statement 11: The problem is teachers not receiving adequate PD training regarding diverse learners

Root Cause 11: The problem training are off contract or during the year, but no subs are available
Problem Statement 11 Areas: Curriculum, Instruction, and Assessment

Problem Statement 12: The problem is that lesson delivery are basic and not adequate for remote learning
Root Cause 12: The root cause is that not all teachers are at different levels reagarding all the learning/teaching platforms.
Problem Statement 12 Areas: Technology

Problem Statement 13: The problem is that students are not engaged in rigorous lesson and do not show growth
Root Cause 13: The root cause is that not all teachers plan rigorous lessons or do not know how to plan using the district overviews
Problem Statement 13 Areas: Curriculum, Instruction, and Assessment

Problem Statement 14: The problem that some are unprepared for situations that arise throughout the year
Root Cause 14: The cause is that some staff view some of these training as a "check " that they have completed them
Problem Statement 14 Areas: School Culture and Climate

Problem Statement 15: The problem is the lack of quality instruction resulting in low student performance
Root Cause 15: The root cause is that teachers have not had the opportunity for day to day coaching/training
Problem Statement 15 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 16: The problem is that our sped population usually score lower than state average
Root Cause 16: The root cause is that students do not received enough individualized instruction to meet their needs
Problem Statement 16 Areas: Student Achievement

Problem Statement 17: The problem is that 8th Reading scores did not show significant growth
Root Cause 17: Teachers did not plan with fidelity using district provided resources
Problem Statement 17 Areas: Student Achievement

Problem Statement 18: The problem is the lack of daily PLC to plan with fidelity
Root Cause 18: Master schedule will not allow for science teachers to have daily PLC
Problem Statement 18 Areas: Curriculum, Instruction, and Assessment

Problem Statement 19: The problem is that ELAR teachers are not integrating science lesson with fidelity during the non fiction unit
Root Cause 19: The root cause is that both science and ELAR teachers are not consistently working together to integrate curriculum
Problem Statement 19 Areas: Curriculum, Instruction, and Assessment

Problem Statement 20: The problem is that 8th grade science scores did not show significant growth
Root Cause 20: Resources are not utilized by all teachers
Problem Statement 20 Areas: Student Achievement

Problem Statement 21: The problem is 6th -8th STAAR scores are below state average
Root Cause 21: The root cause is that some students need more individualized learning in small group setting
Problem Statement 21 Areas: Student Achievement

Problem Statement 22: The problem is that re teach is not effective after disaggregating data
Root Cause 22: The root cause is that data is not utilized effectively to drive instruction
Problem Statement 22 Areas: Curriculum, Instruction, and Assessment

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Student Success Initiative (SSI) data for Grades 5 and 8
- State-developed online interim assessments

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- Career and Technical Education (CTE), including coherent sequence coursework aligned with the industry-based certifications, program growth and student achievement by race, ethnicity, and gender data
- Dyslexia Data

- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- School safety data

Employee Data

- State certified and high quality staff data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- TTESS data
- T-PESS data

Goals

Goal 1: Foundational Excellence: ECISD will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 1: Crockett MS will ensure efficient systems are in place to increase productivity to meet the needs of all that we serve.

Strategy 1: Daily PLC will implemented in 6th -8th grade ELAR and Math

Strategy's Expected Result/Impact: Alignment with planning which will in turn increase student performance

Staff Responsible for Monitoring: Administration team, IS, and MCLs, TRT, PLC leads

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction

Targeted Support Strategy

Problem Statements:
Curriculum, Instruction, and Assessment 1

Funding Sources:
None

Formative
Oct
Jan
Mar
Summative
May

Strategy 2: Implement and monitor Relay Protocols/strategies to ensure fidelity, efficiency and progress (teachers & students)

Strategy's Expected Result/Impact: Routines and procedures implemented will Improve student and teacher productivity and efficiency

Staff Responsible for Monitoring: Administration team and Relay team, IS, MCL, teachers

Title I Schoolwide Elements: 2.4, 2.6

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture

Problem Statements:
School Context and Organization 1

Funding Sources:
None

Formative
Oct
Jan
Mar
Summative
May

Strategy 3: Develop a Master Schedule that incorporates PLCs daily times for math and reading. Block schedule for ELAR and Math for 6th and ELAR for 7th and 8th grade

Strategy's Expected Result/Impact: Maximizing instructional and planning time to increase student performance

Staff Responsible for Monitoring: Admin team, MCL and IS

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction

Problem Statements:
Student Achievement 3

Funding Sources:
None

Formative
Oct
Jan
Mar
Summative
May

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Student Achievement

Problem Statement 3: The problem is ELAR and Math STAAR scores are below the state average. **Root Cause:** The root cause is that 45 minute class periods was not enough time to implement guided comprehension and guided math.

Curriculum, Instruction, and Assessment

Problem Statement 1: The problem is no scheduled PLCs time to plan with fidelity. **Root Cause:** Root cause is teachers covering classes due to shortage of teachers and substitutes during their planning time.

School Context and Organization

Problem Statement 1: The problem is inefficient organizational routines and structures **Root Cause:** Root causes consist of inconsistent implementation of school wide routines and structures, inconsistent expectations for student performance.

Performance Objective 2: Crockett MS will provide differentiated processes for priority classrooms/student.

Strategy 1: Plan and implement effective transitions for 5th to maintain academic learning and support the social and emotional learning of students.

Strategy's Expected Result/Impact: Students will have a smooth transition form one grade level to the next.

Staff Responsible for Monitoring: Admin team, counselors, department chairs, teachers

Title I Schoolwide Elements: None

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning

Problem Statements:
School Context and Organization 1

Funding Sources:
None

Formative
Oct
Jan
Mar
Summative
May

Strategy 2: Provide students with instruction that is relevant and appropriate for diverse learners

Strategy's Expected Result/Impact: Improve student growth

Staff Responsible for Monitoring: Admin, MCL, IS, teachers

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction

Problem Statements:
Curriculum, Instruction, and Assessment 1, 2

Funding Sources:
None

Formative
Oct
Jan
Mar
Summative
May

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Curriculum, Instruction, and Assessment

Problem Statement 1: The problem is no scheduled PLCs time to plan with fidelity. **Root Cause:** Root cause is teachers covering classes due to shortage of teachers and substitutes during their planning time.

Problem Statement 2: The problem is teachers not receiving adequate PD training regarding diverse learners **Root Cause:** The problem training are off contract or during the year, but no subs are available

School Context and Organization

Problem Statement 1: The problem is inefficient organizational routines and structures **Root Cause:** Root causes consist of inconsistent implementation of school wide routines and structures, inconsistent expectations for student performance.

Performance Objective 3: Crockett MS will embed technology for anytime, anywhere teaching and learning.

Strategy 1: Provide teachers with the necessary tools and training to promote the use of daily technology embedded lessons, both virtual and face-to-face

Strategy's Expected Result/Impact: Every teacher and every student would be adequately prepared to participate in technology-based lesson

Staff Responsible for Monitoring: Admin, IS, Department chairs, MCL, teachers

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers

Problem Statements:
Technology 1, 2, 3

Funding Sources:
None

Formative
Oct
Jan
Mar
Summative
May

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Technology

Problem Statement 1: The problem is lack of wifi availability in portable buildings. **Root Cause:** Root cause is portable buildings not having wifi capability..

Problem Statement 2: Problem is not all students have access to technology on a daily basis. **Root Cause:** Root cause is the limited number of devices compared to number of students.

Problem Statement 3: The problem is that lesson delivery are basic and not adequate for remote learning **Root Cause:** The root cause is that not all teachers are at different levels reagarding all the learning/teaching platforms.

Performance Objective 4: Crockett MS will provide a rigorous, relevant and engaging curriculum

Strategy 1: Teachers will create rigorous lesson plans using lesson unit overviews and initial MAP data to determine student growth plans

Strategy's Expected Result/Impact: The result is to increase student engagement through comprehensive lesson plans, MAP growth

Staff Responsible for Monitoring: Administration team, MCL, TRT, IS, teachers

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements:
Curriculum, Instruction, and Assessment 1, 3

Funding Sources:
None

Formative
Oct
Jan
Mar
Summative
May

Strategy 2: Teachers will train and implement Laying the Foundation curriculum for Honor/GT Students

Strategy's Expected Result/Impact: Increase masters performance across all subject areas in STAAR 2021

Staff Responsible for Monitoring: Administration team, Honors/GT teachers, MCL, IS

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Targeted Support Strategy

Problem Statements:
Curriculum, Instruction, and Assessment 2

Funding Sources:
None

Formative
Oct
Jan
Mar
Summative
May

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Curriculum, Instruction, and Assessment

Problem Statement 1: The problem is no scheduled PLCs time to plan with fidelity. **Root Cause:** Root cause is teachers covering classes due to shortage of teachers and substitutes during their planning time.

Problem Statement 2: The problem is teachers not receiving adequate PD training regarding diverse learners **Root Cause:** The problem training are off contract or during the year, but no subs are available

Problem Statement 3: The problem is that students are not engaged in rigorous lesson and do not show growth **Root Cause:** The root cause is that not all teachers plan rigorous lessons or do not know how to plan using the district overviews

Performance Objective 5: Crockett Ms will provide and safe and supportive school environment

Strategy 1: Teacher will complete annual Safe School training, (including new training throughout the year ie COVID 19)will attend Ethics, and sexual harassment and receive Trauma informational training.

Strategy's Expected Result/Impact: Students and teachers will have a safe environment that is conducive to learning.

Staff Responsible for Monitoring: Administration team, Department chairs

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers

Targeted Support Strategy

Problem Statements:
School Culture and Climate 2
School Context and Organization 1

Funding Sources:
None

Formative
Oct
Jan
Mar
Summative
May

Strategy 2: Teachers will utilize CHAMPS in classrooms and throughout the building.

Strategy's Expected Result/Impact: Students will have a safe environment that is conducive to learning.

Staff Responsible for Monitoring: Principal, Assistant Principal, IS, Department Chair, IS, teachers

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture

Targeted Support Strategy

Problem Statements:
School Culture and Climate 2
School Context and Organization 1

Funding Sources:
None

Formative
Oct
Jan
Mar
Summative
May

Strategy 3: Administrators will provide coaching using the Relay coaching model to improve school wide routines and procedures

Strategy's Expected Result/Impact: Improve student safety and student performance

Staff Responsible for Monitoring: Administrators, teachers, instructional specialist, MCL

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture

Targeted Support Strategy

Problem Statements:
School Context and Organization 1

Funding Sources:
None

Formative
Oct
Jan
Mar
Summative
May

0% No Progress	100% Accomplished	Continue/Modify	Discontinue

School Culture and Climate

Problem Statement 2: The problem that some are unprepared for situations that arise throughout the year **Root Cause:** The cause is that some staff view some of these training as a "check " that they have completed them

School Context and Organization

Problem Statement 1: The problem is inefficient organizational routines and structures **Root Cause:** Root causes consist of inconsistent implementation of school wide routines and structures, inconsistent expectations for student performance.

Performance Objective 6: Annual student attendance will increase from 93.9 to 94.4

Targeted or ESF High Priority

Evaluation Data Sources: Weekly attendance and drop out dashboard from Scott Randolph (COC/SAS)

Summative Evaluation: None

Strategy 1: Crockett Will monitor student attendance through the attendance clerks and make contact with parents of students with attendance problems

Strategy's Expected Result/Impact: Increase awareness by parent of attendance issues and improved attendance rates for students.

Staff Responsible for Monitoring: Administrators, attendance clerks, parents

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Targeted Support Strategy

Problem Statements:
Parent and Community Engagement 1
School Context and Organization 1

Funding Sources:
None

Formative
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Strategy 2: Crockett will celebrate perfect attendance every 6 weeks.

Strategy's Expected Result/Impact: Improve attendance of students to at least 94.4%

Staff Responsible for Monitoring: Attendance clerks, APs, Principal.

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Targeted Support Strategy

Problem Statements:
School Context and Organization 1

Funding Sources:
None

Formative
Oct
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Mar
Summative
May

Strategy 3: Community in Schools representative will help monitor attendance for their case loads

Strategy's Expected Result/Impact: Improve student attendance

Staff Responsible for Monitoring: CIS representatives/attendance clerk

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Targeted Support Strategy

Problem Statements:
School Context and Organization 1

Funding Sources:
None

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Parent and Community Engagement

Problem Statement 1: The problem consists of ineffective parent and community engagement. **Root Cause:** The root cause is lack of planning high quality parent involvement activities and not making parent involvement a priority.

School Context and Organization

Problem Statement 1: The problem is inefficient organizational routines and structures **Root Cause:** Root causes consist of inconsistent implementation of school wide routines and structures, inconsistent expectations for student performance.

Goal 2: Invest in Talent: ECISD will recruit, develop and retain highly-effective individuals who are invested in looking at tomorrow to inform their practices today.

Performance Objective 1: In 2020-21, Crockett MS will offer a job-embedded, personalized professional learning system for teachers and administrators.

Evaluation Data Sources: Employee Performance Evaluations
Staff Retention Rates
Eduphoria STRIVE

Summative Evaluation: None

Strategy 1: Campus administrators will conduct a minimum of 5 documented walk throughs and or observations/feedback meetings per week

Strategy's Expected Result/Impact: Improve instruction in the classrooms which in turn will positively impact student results

Staff Responsible for Monitoring: Administration team

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction

Targeted Support Strategy

Problem Statements:
School Context and Organization 1

Funding Sources:
None

Formative
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Strategy 2: Crockett MS will utilize Opportunity Culture to extend the reach of excellent teachers and their teams during the year

Strategy's Expected Result/Impact: Improve instruction in the classrooms which in turn will positively impact student results
Build capacity in teachers

Staff Responsible for Monitoring: Administration team, MCL, TRT, IS

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Targeted Support Strategy

Problem Statements:
Staff Quality, Recruitment, and Retention 1, 2

Funding Sources:
None

Formative
Oct
Jan
Mar
Summative
May

0% No Progress	100% Accomplished	Continue/Modify	Discontinue

Staff Quality, Recruitment, and Retention

Problem Statement 1: The problem is inadequate recruitment and retention of high qualified teachers **Root Cause:** The root causes are limited number of teachers available for hire, and limited number of highly qualified teachers.

Problem Statement 2: The problem is the lack of quality instruction resulting in low student performance **Root Cause:** The root cause is that teachers have not had the opportunity for day to day coaching/training

School Context and Organization

Problem Statement 1: The problem is inefficient organizational routines and structures **Root Cause:** Root causes consist of inconsistent implementation of school wide routines and structures, inconsistent expectations for student performance.

Performance Objective 2: The campus teacher retention will increase from _____81.3_%(17-18)_ % to __84% (18-19)____ % in 2020 to _90%_____2021

Evaluation Data Sources: TAPR Report

Summative Evaluation: None

Strategy 1: Relay will be used to coach, support, and grow teachers in the classrooms.

Strategy's Expected Result/Impact: Retain and grow highly effective teachers in the classroom which in turn will result in student success

Staff Responsible for Monitoring: Administration team, Relay team, MCL, IS, TRT

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Targeted Support Strategy

Problem Statements:
Staff Quality, Recruitment, and Retention 1, 2
School Context and Organization 1

Funding Sources:
None

Formative
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May

Strategy 2: Crockett MS will implement Opportunity Culture to support teachers

Strategy's Expected Result/Impact: Retain and grow highly effective teachers in the classroom which in turn will result in student growth

Staff Responsible for Monitoring: Administration team, IS, MCL, TRT

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Problem Statements:
Staff Quality, Recruitment, and Retention 1, 2

Funding Sources:
None

Formative
Oct
Jan
Mar
Summative
May

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Staff Quality, Recruitment, and Retention

Problem Statement 1: The problem is inadequate recruitment and retention of high qualified teachers **Root Cause:** The root causes are limited number of teachers available for hire, and limited number of highly qualified teachers.

Problem Statement 2: The problem is the lack of quality instruction resulting in low student performance **Root Cause:** The root cause is that teachers have not had the opportunity for day to day coaching/training

School Context and Organization

Problem Statement 1: The problem is inefficient organizational routines and structures **Root Cause:** Root causes consist of inconsistent implementation of school wide routines and structures, inconsistent expectations for student performance.

Goal 3: Learning Journey: ECISD will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.

Performance Objective 1: Crockett MS will implement innovative instructional models which enable personalized learning for all students.

Targeted or ESF High Priority

Evaluation Data Sources: None

Summative Evaluation: None

Strategy 1: Crockett will utilize K-12 Summit to increase language acquisition in our ELs

Strategy's Expected Result/Impact: Increase scores in TELPAS and/or exit the ESL program

Staff Responsible for Monitoring: Administration team, teachers, ESL facilitator/aides

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Targeted Support Strategy

Problem Statements:
Student Achievement 1
Curriculum, Instruction, and Assessment 2

Funding Sources:
None

Formative
Oct
Jan
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Summative
May

Strategy 2: Crockett will use Imagine Math/Reading to scaffold individual student learning

Strategy's Expected Result/Impact: Close that gap in reading and math

Staff Responsible for Monitoring: Administration team, teachers, IS

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Targeted Support Strategy

Problem Statements:
Student Achievement 1, 2, 3

Funding Sources:
None

Formative
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Strategy 3: Crockett will use Brain Child to scaffold the learning in our special education population

Strategy's Expected Result/Impact: Close the gap in math and reading in our special education students

Staff Responsible for Monitoring: Administration team, special ed teachers, teachers

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: None

Problem Statements:
Student Achievement 4

Funding Sources:
None

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Strategy 4: Crockett will use the Laying the Foundation curriculum for our Honors/GT students

Strategy's Expected Result/Impact: Differentiate instruction to ensure the students meets, masters, or maintain the grade level expectations.

Staff Responsible for Monitoring: Administration team, GT department, teachers, IS

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Targeted Support Strategy

Problem Statements:
Curriculum, Instruction, and Assessment 2, 3

Funding Sources:
None

Formative
Oct
Jan
Mar
Summative
May

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Student Achievement

Problem Statement 1: The problem is the decrease in STAAR scores and student success in Reading, especially in 6th grade. **Root Cause:** The root cause is the decrease in time spent on reading skills from 5th to 6th grade. English Learners transition to English for the first time. There is an increase in transitions during the day for 6th grade.

Problem Statement 2: The problem is 6th-8th grade Math STAAR scores are below state average. . **Root Cause:** The root cause is the decrease in time spent on math skills from 5th to 6th. English Learners transition to English for the first time. There is an increase in transitions during the day for 6th grade. 75% of 6th grade math TEKS are new to the grade level.

Problem Statement 3: The problem is ELAR and Math STAAR scores are below the state average. **Root Cause:** The root cause is that 45 minute class periods was not enough time to implement guided comprehension and guided math.

Problem Statement 4: The problem is that our sped population usually score lower than state average **Root Cause:** The root cause is that students do not received enough individualized instruction to meet their needs

Curriculum, Instruction, and Assessment

Problem Statement 2: The problem is teachers not receiving adequate PD training regarding diverse learners **Root Cause:** The problem training are off contract or during the year, but no subs are available

Problem Statement 3: The problem is that students are not engaged in rigorous lesson and do not show growth **Root Cause:** The root cause is that not all teachers plan rigorous lessons or do not know how to plan using the district overviews

Performance Objective 2: 6th grade reading "meets" percentage will increase from 15 % 2019 to 20 % as measured by 2021 STAAR

Strategy 1: Continue the work of the Balance Literacy Framework

Strategy's Expected Result/Impact: Increase the "meets" percentage in Reading in the STAAR test

Staff Responsible for Monitoring: Administration team, teachers, IS, MCL, TRT

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements:
Student Achievement 3
Curriculum, Instruction, and Assessment 1
School Context and Organization 1

Funding Sources:
None

Formative

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Summative

May

Strategy 2: Crockett will continue the Block schedule in 6th grade ELAR allowing for more time in the classroom

Strategy's Expected Result/Impact: Growth in Reading and for the percentage of Meets in STAAR to go up.

Staff Responsible for Monitoring: Administration team, teachers, IS, MCL, TRT

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Targeted Support Strategy

Problem Statements:
Student Achievement 1
Curriculum, Instruction, and Assessment 1

Funding Sources:
None

Formative

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Strategy 3: Crockett will implement Opportunity Culture in 6th grade Reading

Strategy's Expected Result/Impact: Opportunity Culture will help build teacher capacity which in turn will show student growth/progress

Staff Responsible for Monitoring: Administration team, MCL, TRT,

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction

Targeted Support Strategy

Problem Statements:
Student Achievement 1
Curriculum, Instruction, and Assessment 1

Funding Sources:
None

Formative
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May

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Student Achievement

Problem Statement 1: The problem is the decrease in STAAR scores and student success in Reading, especially in 6th grade. **Root Cause:** The root cause is the decrease in time spent on reading skills from 5th to 6th grade. English Learners transition to English for the first time. There is an increase in transitions during the day for 6th grade.

Problem Statement 3: The problem is ELAR and Math STAAR scores are below the state average. **Root Cause:** The root cause is that 45 minute class periods was not enough time to implement guided comprehension and guided math.

Curriculum, Instruction, and Assessment

Problem Statement 1: The problem is no scheduled PLCs time to plan with fidelity. **Root Cause:** Root cause is teachers covering classes due to shortage of teachers and substitutes during their planning time.

School Context and Organization

Problem Statement 1: The problem is inefficient organizational routines and structures **Root Cause:** Root causes consist of inconsistent implementation of school wide routines and structures, inconsistent expectations for student performance.

Performance Objective 3: 6th grade math "meets" percentage will increase from 25 % 2019 to 30 % as measured by 2021 STAAR

Strategy 1: Crockett will continue to implement Guided Math in the 6th grade classrooms

Strategy's Expected Result/Impact: Increase the Meets percentage in the STAAR test

Staff Responsible for Monitoring: Administration team, IS, teachers

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Targeted Support Strategy

Problem Statements:
Student Achievement 2, 3
Curriculum, Instruction, and Assessment 1

Funding Sources:
None

Formative
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May

Strategy 2: Crockett will continue the Block schedule in 6th grade Math given the students more time in the classroom

Strategy's Expected Result/Impact: Increase the Meets percentage in Math STAAR

Staff Responsible for Monitoring: Administration team, IS, teachers

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Targeted Support Strategy

Problem Statements:
Student Achievement 3
Curriculum, Instruction, and Assessment 1

Funding Sources:
None

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Strategy 3: Math teacher will have a daily PLC to disaggregate data, plan and discuss next steps.

Strategy's Expected Result/Impact: Target needed skills to increase student performance

Staff Responsible for Monitoring: Administration team, IS, teachers

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction

Targeted Support Strategy

Problem Statements:
Curriculum, Instruction, and Assessment 1, 3

Funding Sources:
None

Formative
Oct
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Mar
Summative
May

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Student Achievement

Problem Statement 2: The problem is 6th-8th grade Math STAAR scores are below state average. . **Root Cause:** The root cause is the decrease in time spent on math skills from 5th to 6th. English Learners transition to English for the first time. There is an increase in transitions during the day for 6th grade. 75% of 6th grade math TEKS are new to the grade level.

Problem Statement 3: The problem is ELAR and Math STAAR scores are below the state average. **Root Cause:** The root cause is that 45 minute class periods was not enough time to implement guided comprehension and guided math.

Curriculum, Instruction, and Assessment

Problem Statement 1: The problem is no scheduled PLCs time to plan with fidelity. **Root Cause:** Root cause is teachers covering classes due to shortage of teachers and substitutes during their planning time.

Problem Statement 3: The problem is that students are not engaged in rigorous lesson and do not show growth **Root Cause:** The root cause is that not all teachers plan rigorous lessons or do not know how to plan using the district overviews

Performance Objective 4: 8th grade reading "meets" percentage will increase from 26 % 2019 to 41 % as measured by 2021 STAAR

Strategy 1: 8th Grade Reading will have a daily PLC to disaggregate data, plan and the next steps

Strategy's Expected Result/Impact: Target needed skills to improve student performance

Staff Responsible for Monitoring: Administration team, IS, teachers

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction

Targeted Support Strategy

Problem Statements:
Student Achievement 5

Funding Sources:
None

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Student Achievement

Problem Statement 5: The problem is that 8th Reading scores did not show significant growth **Root Cause:** Teachers did not plan with fidelity using district provided resources

Performance Objective 5: 8th grade Math "meets" percentage will increase from 37 % 2019 to 42 % as measured by 2021 STAAR

Strategy 1: Crockett will have daily PLCs in 8th grade math to plan, disaggregate data, and plan next steps

Strategy's Expected Result/Impact: Increase student performance in math and grow in the Meets STAAR

Staff Responsible for Monitoring: Administration team, IS, teachers

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction

Targeted Support Strategy

Problem Statements:
Curriculum, Instruction, and Assessment 3

Funding Sources:
None

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Summative
May

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Curriculum, Instruction, and Assessment

Problem Statement 3: The problem is that students are not engaged in rigorous lesson and do not show growth **Root Cause:** The root cause is that not all teachers plan rigorous lessons or do not know how to plan using the district overviews

Performance Objective 6: 8th grade science "meets" percentage will increase from 26% 2019 to 31 % as measured by 2021 STAAR

Strategy 1: Crockett teachers will utilized data to plan targeted lessons

Strategy's Expected Result/Impact: Students scores in science will increase in STAAR

Staff Responsible for Monitoring: Administration, teacher, IS

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Targeted Support Strategy

Problem Statements:
Curriculum, Instruction, and Assessment 2, 3, 4

Funding Sources:
None

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Strategy 2: Crockett will integrate science into ELAR during their non fiction units

Strategy's Expected Result/Impact: Support Science curriculum through ELAR to increase student knowledge and Science STAAR Scores

Staff Responsible for Monitoring: Administration team, IS, teachers

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Targeted Support Strategy

Problem Statements:
Curriculum, Instruction, and Assessment 5

Funding Sources:
None

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Strategy 3: Crockett will use Think Up as resource to support instruction

Strategy's Expected Result/Impact: Student growth and enrichment to scaffold the learning and increase STAAR scores

Staff Responsible for Monitoring: Administration, IS, teachers

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Targeted Support Strategy

Problem Statements:
Student Achievement 6

Funding Sources:
None

Formative
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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Student Achievement

Problem Statement 6: The problem is that 8th grade science scores did not show significant growth **Root Cause:** Resources are not utilized by all teachers

Curriculum, Instruction, and Assessment

Problem Statement 2: The problem is teachers not receiving adequate PD training regarding diverse learners **Root Cause:** The problem training are off contract or during the year, but no subs are available

Problem Statement 3: The problem is that students are not engaged in rigorous lesson and do not show growth **Root Cause:** The root cause is that not all teachers plan rigorous lessons or do not know how to plan using the district overviews

Problem Statement 4: The problem is the lack of daily PLC to plan with fidelity **Root Cause:** Master schedule will not allow for science teachers to have daily PLC

Problem Statement 5: The problem is that ELAR teachers are not integrating science lesson with fidelity during the non fiction unit **Root Cause:** The root cause is that both science and ELAR teachers are not consistently working together to integrate curriculum

Performance Objective 7: 8th grade Algebra "meets" percentage will increase from 97 % 2019 to 100 % as measured by 2021 STAAR

Strategy 1: Teachers will attend district Inspire calculator training as provided.

Strategy's Expected Result/Impact: The students will be able to use the calculator correctly and in turn scores will be higher on EOC Algebra

Staff Responsible for Monitoring: Administration, IS, teacher

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: None

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

Funding Sources: None

ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction

Targeted Support Strategy

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 8: The percentage of students that Met Standard on all subject/grades tested will increase from 24% to 29% as measure by the 2021 STAAR assessment.

Strategy 1: Block schedule will be provided for 6th and 7th ELAR and 6th Math to increase instructional time to 90 minutes.

Strategy's Expected Result/Impact: Improve student achievement in district assessments and STAAR in math and reading

Staff Responsible for Monitoring: Administration and leadership team

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Targeted Support Strategy

Problem Statements:
Student Achievement 1, 2, 3

Funding Sources:
None

Formative
Oct
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Strategy 2: Teachers and Staff will provide Specific tutoring as needed

Strategy's Expected Result/Impact: Student growth and achievement in district assessment and STAAR

Staff Responsible for Monitoring: Administration team, IS, department chairs, teachers

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Targeted Support Strategy

Problem Statements:
Student Achievement 7

Funding Sources:
None

Formative
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Strategy 3: The teachers will have a daily PLC in Math and Reading

Strategy's Expected Result/Impact: The teachers will have the time to plan, discuss data and students which will result in student growth

Staff Responsible for Monitoring: Administration team, IS, MCL, TRT

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: None

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

Funding Sources: None

ESF Levers: Lever 5: Effective Instruction

Targeted Support Strategy

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 No Progress Accomplished Continue/Modify Discontinue

Student Achievement

Problem Statement 1: The problem is the decrease in STAAR scores and student success in Reading, especially in 6th grade. **Root Cause:** The root cause is the decrease in time spent on reading skills from 5th to 6th grade. English Learners transition to English for the first time. There is an increase in transitions during the day for 6th grade.

Problem Statement 2: The problem is 6th-8th grade Math STAAR scores are below state average. . **Root Cause:** The root cause is the decrease in time spent on math skills from 5th to 6th. English Learners transition to English for the first time. There is an increase in transitions during the day for 6th grade. 75% of 6th grade math TEKS are new to the grade level.

Problem Statement 3: The problem is ELAR and Math STAAR scores are below the state average. **Root Cause:** The root cause is that 45 minute class periods was not enough time to implement guided comprehension and guided math.

Problem Statement 7: The problem is 6th -8th STAAR scores are below state average **Root Cause:** The root cause is that some students need more individualized learning in small group setting

Performance Objective 9: The percent of students meeting or exceeding the growth target will increase form 58% 2019 STAAR to 63% as measured by 2021 STAAR assessment.

Strategy 1: Crockett will use the Data Driven Instruction to plan, teach, and reteach

Strategy's Expected Result/Impact: Student Growth

Staff Responsible for Monitoring: Administration team, IS, MCL, TRT

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Targeted Support Strategy

Problem Statements:
Student Achievement 7
Curriculum, Instruction, and Assessment 6

Funding Sources:
None

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Student Achievement

Problem Statement 7: The problem is 6th -8th STAAR scores are below state average **Root Cause:** The root cause is that some students need more individualized learning in small group setting

Curriculum, Instruction, and Assessment

Problem Statement 6: The problem is that re teach is not effective after disaggregating data **Root Cause:** The root cause is that data is not utilized effectively to drive instruction

State Compensatory

Budget for Crockett Middle School

Account Code	Account Title	Budget
6100 Payroll Costs		
164 11 00 44 6119	6119 Salaries or Wages - Teachers and Other Professional Personnel	$100,000.00
	6100 Subtotal:	**$100,000.00**

Personnel for Crockett Middle School

Name	Position	Program	FTE
Alicia Johnson	Teacher	Dyslexia	1
Dana Debose	SAS counselor	Counseling	1
Mayra Cano	Liaison	Communities in Schools	1
Yolanda Fish	Liaison	Communities in School	1

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

The needs assessment revealed the need to improve reading and math at the 6th grade level due to lower student performance after the transition from 5th to 6th grade. Math at all grade levels also needs to be addressed in 6th - 8th grade.

ESL students have shown some growth, but still lacking the comprehension of academic language.

We needed to facilitate the virtual learning for our teachers and students and we purchased the following:

75 Web Cameras - $2,472

65 Ipads $58,435

75 Ipads covers for each- $673

Books for our ESL library - $894

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

Stake holders will include:

Principal

Assistant Principals

Department Chairs

Instructional Specialist

Parents

Teachers

ESL Facilitator

MCL, TRT, RA

support Staff

2.2: Regular monitoring and revision

Monitoring will be quarterly using various data sources and a meeting with the Title I Director and the CIP Leadership Committee.

2.3: Available to parents and community in an understandable format and language

Communication with parents and the community will be conducted via parent meetings, posted on our website, Twitter, parent link, Facebook, Google Classroom, and notes home. Communication from leadership is in both English and Spanish.

2.4: Opportunities for all children to meet State standards

Crockett has implemented the strategies as outlined in the Middle School redesign to include the following:

- 90 minute block for 6th ELAR/Math and 7th ELAR
- Opportunity Culture in 6th ELAR
- Imagine Math Program
- Implementation of NWEA MAP for ELAR, Math, and Science
- Dedicated PLC planning for 6th - 8th grade ELAR and Math teachers
- AVID Excel in all in 6th, 7th and 8th, grade
- CHAMPS
- Relay

Other Strategies and Resources:

- Tutoring- if possible
- Imagine Learning- Reading
- Imagine math
- Chromes for every students

2.5: Increased learning time and well-rounded education

Learning time will increase in 6th and 7th ELAR as they are moving into 90 minute block.

Opportunity Culture in 6ht ELAR

Math is also doing 90 minute block in 6th grade.

2.6: Address needs of all students, particularly at-risk

All planned and implemented academic strategies are designed to meet the needs of At-Risk students on the campus.

At-Risk students will be monitored for the following:

1. Academic growth and performance

- Math
- ELAR

2. Attendance

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

Parent policy and parent compact will be developed by members of the school including parents. Both documents will focus on student achievement and parent involvement.

The documents will be distributed during Open House, parent events, and sent home with each student. This year, we may have to find ways to let parents know- virtually.

3.2: Offer flexible number of parent involvement meetings

Flexible parent involvement meetings include:

Meet your Teacher Night- Open House

Orientation for all new students

Fine Arts performances

Family Nights (math, science, reading)

Volunteer program

Campus Funding Summary

Addendums

ESC Region #:	18
LEA Name:	Ector County ISD
County-District #:	068901

Contact Name:	Julia Willett
Telephone:	432-456-8769
Email:	Julia.willett@ectorcountyisd.org

Highly Qualified Teacher
Continuous Improvement Plan 2015-2016

PART I – LEA Plan

Definitions

Strategies/Activities - Strategies and activities to be implemented to meet the goal and objectives listed. **(A single strategy may meet multiple objectives).**

Objective Met – Select the objective(s) from the list that the strategy/activity addresses.

Person(s) Responsible - Personnel (by position) needed to implement the activity.

Measurable Evidence of Improvement - Qualitative and/or quantitative measures of improvement.

Target Completion Date - Date that strategy/activity will be complete.

Goal: To meet the 100% highly qualified teacher requirements by the end of the 2015-2016 school year.

All objectives below must be addressed in the plan.

Objective 1 - Increase the percentage of highly qualified core academic subject area teachers on each campus to 100%.

Objective 2 - Increase the percentage of core academic subject area classes taught by highly qualified teachers on each campus to 100%.

Objective 3 - Increase or maintain the percentage of teachers receiving high-quality professional development on each campus to meet 100%.

Objective 4 - Ensure low-income students and minority students are not taught at higher rates than other student groups by inexperienced, out-of-field, or non-highly qualified teachers. (If the objective is not applicable, please review the Continuous Improvement Plan Instructions for further guidance.)

Objective 5 – Increase the percentage of core academic subject area classes taught by highly qualified teachers on high poverty campuses to 100%. (If the objective is not applicable, please review the Continuous Improvement Plan Instructions for further guidance.)

Objective 6 - Attract and retain highly qualified teachers.

Objective 7 - Assist teachers not currently highly qualified to meet the highly qualified requirements in a timely manner.

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Strategies/Activities	Objective(s) Met *(Multiple boxes may be checked.)*	Person(s) Responsible	Measurable Evidence of Improvement	Target Completion Date
ECISD will offer a spring Job Fair, and will communicate with regional colleges to solicit student teachers to ECISD and will offer PD to support teachers in ECISD to become HQ in core academic areas.	☒ Objective 1 ☐ Objective 2 ☐ Objective 3 ☐ Objective 4 ☐ Objective 5 ☐ Objective 6 ☐ Objective 7	HR, Campus leadership, Communications Department,Teachers	100% HQ by end of school year	6-1-2016
ECISD will recruit globally from colleges, alternative certifications programs, and educational service centers.	☐ Objective 1 ☒ Objective 2 ☐ Objective 3 ☐ Objective 4 ☐ Objective 5 ☐ Objective 6 ☐ Objective 7	HR, Campus leadership, Communications Department	100% HQ by end of school year	6-1-2016
All ECISD teachers are required to attend content specific professional development that is aligned with national staff dev standards	☐ Objective 1 ☐ Objective 2 ☒ Objective 3 ☐ Objective 4 ☐ Objective 5 ☐ Objective 6 ☐ Objective 7	Campus Leadership, Curriculum & Instruction, PD, Teachers	100% HQ by end of school year	
Low income students and minority students will be taught by HQ teachers & experienced teachers at the same or higher rates as other students.	☐ Objective 1 ☐ Objective 2 ☐ Objective 3 ☒ Objective 4 ☐ Objective 5 ☐ Objective 6 ☐ Objective 7	HR, Campus and Central administration	100% HQ by end of school year	6-1-2016

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Strategies/Activities	Objective(s) Met	Person(s) Responsible	Measurable Evidence of Improvement	Target Completion Date
High poverty students in core academic subject areas will be taught by HQ & experienced teacher at the same or higher rates as other students.	☐ Objective 1 ☐ Objective 2 ☐ Objective 3 ☐ Objective 4 ☒ Objective 5 ☐ Objective 6 ☐ Objective 7	HR, Campus and Central administration	100% HQ by end of school year	6-1-2016
ECISD will recruit globally to attract HQ teachers and support teachers who are here by working collaboratively with and formulating partnerships with university programs, and certification programs to retain and attract HQ teachers.	☐ Objective 1 ☐ Objective 2 ☐ Objective 3 ☐ Objective 4 ☐ Objective 5 ☒ Objective 6 ☐ Objective 7	HR, Campus leadership, Communications Department	100% HQ by end of school year	6-1-2016
ECISD will offer support to non- hq teachers by providing meaningful, ongoing PD, make study and preparation materials available, and coordinate through formulating partnerships with surrounding universities & educational service centers, and observation opportunities to non-hq teachers.	☐ Objective 1 ☐ Objective 2 ☐ Objective 3 ☐ Objective 4 ☐ Objective 5 ☐ Objective 6 ☒ Objective 7	HR, Campus and Central administration	100% HQ by end of school year	6-1-2016
	☐ Objective 1 ☐ Objective 2 ☐ Objective 3 ☐ Objective 4 ☐ Objective 5 ☐ Objective 6 ☐ Objective 7			

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Part II - Signatures of all Required Team Members and Superintendent

Role	Please Print or Type	Please Sign
Superintendent	Thomas Crowe	
Federal Programs Director ☐ LEA does not have Federal Programs Director position	Julia Willett	
Human Resource Director ☐ LEA does not have Human Resource Director position	Staci Ashley	
Name of each campus not able to report 100% HQT: 1. DAEP 2. Odessa High School 3. Permian High School 4. NTO 5. UT Falcon Early College High School 6. Crockett Middle School 7. Bonham Middle School 8. Bowie Middle School 9. Ector Middle School	Campus Administrator from each campus not able to report 100% HQT: 1. Charles Quintela 2. Rachel Baxter 3. Vanessa Carr 4. Tina Lopez 5. Lindsey Lumpkin 6. Mauricio Marquez 7. Mark Ferrar 8. Shelia Stevenson 9. Kendra Herrera	1. CQ 2. RB 3. VC 4. TL 5. LL 6. MM 7. MF 8. SS 9. KH

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10. Nimitz Middle School	10. Robin Fawcett	10. RF
11. Wilson Young Middle School	11. Andrea Martin	11. AM
12. Gale Pond Alamo	12. Regina Lee	12. R L
13. Austin	13. Crystal Marquez	13. CM
14. Blackshear	14. Marissa King	14. MK
15. Blanton	15. Stacey Molyneaux	15. SM
16. Buice	16. Alicia Press	16. AP
17. Burleson	17. Evelyn Garcia	17. EG
18. Burnet	18. Tristan Specter	18. TS
19. Cameron	19. Jacob Bargas	19. JB
20. Carver	20. Sherry Palmer	20. SP
21. Cavazos	21. Maribel Aranda	21. MA
22. Dowling	22. Valerie Rivera	22. VR
23. Edward Downing	23. Linda Subia	23. LS
24. George W. Bush	24. Marcos Lopez	24. ML
25. Goliad	25. Lauren Tavarez	25. LT
26. Gonzales	26. Sunny Rodriguez	26. SR
27. Hays	27. Amy Anderson	27. AA

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28. Jordan	28. Linda Voss	28. LV
29. Lamar	29. Martha Mitchell	29. MM
30. LB Johnson	30. Christopher Houston	30. CH
31. Milam	31. Natalie Fitzgerald	31. NF
32. Murry Fly	32. Yolanda Hernandez	32. YH
33. Noel	33. Stacy Johnson	33. SJ
34. Pease	34. Autumn Sloan	34. AS
35. Ross	35. Rebecca Phillips	35. RP
36. Sam Houston	36. Sandra Banda	36. SB
37. San Jacinto	37. Pam Walker	37. PW
38. Zavala	38. Amanda Warber	38. AW

The Highly Qualified Continuous Improvement Plan must be completed by **December 16, 2015**. If you have any questions, contact the Highly Qualified Unit via email at highlyqualified@tea.state.tx.us.

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Ector County Independent School District

Nimitz Middle School

Improvement Plan

2020-2021

Mission Statement

The mission of the ECISD Community, a passionate, unified, world class leader in education, is to develop world ready, life-long learners who discover their unique gifts, achieve personal success, and fuel their community by building unified, comprehensive community support and participation that fosters a standard of excellence: serving as advocate and steward for all students; ensuring relevant teaching, engaged leaning, and dynamic innovation; and maximizing ll available resources.

At Nimitz Middle School, we...

Nourish a lifelong commitment to learning by

Joining together to achieve excellence.

Motivating and respecting every individual for what they have to offer, and having the

Strength of will to stand shoulders above the rest!

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Table 1 Ethnic Distribution

School Year	At-Risk	African American	Hispanic	White	American Indian	Asian	Two/More Races	Sped	Econ Dis.	LEP
2019-20	826	95	890	390	6	22	35	139	523	165
2018-19	681	86	779	371	8	28	28	116	463	108
2017-18	598	92	584	367	5	29	20	80	336	48
2016-17	608	82	544	368	7	32	15	81	338	72

Table 2 Enrollment

Year	6th -8th
2021	
2020	
2019	1440
2018	1301
2017	1097
2016	1050

Table 3 Special Programs

Year	Special Ed	ELL	At-Risk	GT	CTE
2020-21					
2019-20	139	133	826	315	163
2018-19	116	104	681	288	127
2017-18	80	46	598	220	145
2016-17	81	46	608	183	115

Table 4 Attendance Rates Our Special Education and At Risk student enrollement has greatly increased. Our English Language Learner population has continued to grow yet we are still below State and District averages.

Year	State	District	Campus	H	W	AA	EcoDis	Special Ed	ELL
2019-20			94.5	95.7	96.6	96.0	94.7	94.9	96.2
2018-19			94.7	94.3	95.4	93.7	93.3	92.8	94.8
2017-18	95.7	94.6	94.5	94.1	95	94.5	93	92.8	94.9
2016-17	95.8	94.7	95.5	95.4	95.7	94.0	94.2	95.2	95.4

Number of Employees

Year	Employees
2020-21	87
2019-20	84
2018-19	74
2017-18	74
2016-17	73

Employee numbers are decreasing, while the number of students is increasing. This is due to unfilled vacancies.

Employee Retention Percentages

% Remained From Year To Year	Administrators (Principals/Asst. Prin)	Teachers	Instructional Paraprofessionals (Aides)
14/15 to 15/16	50.00%	34.78%	50.00%
15/16 to 16/17	50.00%	63.93%	100.00%
16/17 to 17/18	75.00%	75.81%	66.67%
17/18 to 18/19	50.00%	56.16%	85.71%
18/19 to 19/20	25.00%	67.12%	57.14%

Table 10 Teachers by Years of Experiece

Year	Beginning	1 – 5 Years	6 – 10 Years	> 10 Years	W/Masters Degree
2019-20	14.67	28.00	17.33	40.00	12.00
2018-19	8.22	35.62	19.18	36.99	23.29
2017-18	11.11	26.98	23.81	38.10	15.87
2016-17	19.35	27.42	14.52	38.71	12.90
2015-16	13.11	22.95	11.48	52.46	16.39

Half of the teaching staff has 5 years or less of teaching experience. Teachers with between 1-5 & 6-10 year of teaching experience has a significant decrease.

Demographics Strengths

With increased enrollement comes increased revenue. The diversity of our student enrollment is an assett to our campus culture.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): The number of students continues to rise while the number of HQ teachers continues to decline. **Root Cause:** The current economy in this area makes it difficult for teachers to support themselves on a teacher's salary. Many are moving to the private sector.

Student Achievement

Student Achievement Summary

6th Grade STAAR Reading Approaches Grade Level

Year	State	District	H	Campus	W	AA	Asian	2 or More	Eco Dis	Special Ed	LEP
2020 Spring Benchmark		45	51	53	62	36	43	46	45	15	32
2019		48	51	55	65	40	88	58	45	15	23
2018	69	48	59	60	65	*	*	*	42	*	*
2017	69	48	45	33	39	30	*	*	21	*	*

7th Grade STAAR Reading Approaches Grade Level

Year	State	District	H	Campus	W	AA	Asian	2 or More	Eco Dis	Special Ed	LEP
2020		49	70	61	67	49	86	43	52	14	39
2019		56	69	72	79	55	71	100	63	30	29
2018	74	54	66	70	78	*	77	*	61	*	*
2017	73	53	51	64	73	*	100	*	51	*	*

8th Grade STAAR Reading Approaches Grade Level

Year	State	District	H	Campus	W	AA	Asian	2 or More	Eco Dis	Special Ed	LEP
2020		56	71	74	81	64	78	89	65	33	41
2019		73	71.43	73.8	83.87	57.69	71.43	*	65.19	20	37.93
2018	86	73	83	86	91	*	*	*	74	*	*

8th Grade STAAR Reading Approaches Grade Level

2017	86	75	73	92	97	82	*	*	85	*	*

7th Grade STAAR Writing Approaches Grade Level

Year	State	District	H	Campus	W	AA	Asian	2 or More	Eco Dis	Special Ed	LEP
2020		46	57	59	63	59	87	50	55	5	33
2019		49	58	62	72	38	71	100	55	10	22
2018	69	51	61	66	74	*	*	*	*	*	*
2017	70	51	62	62	66	*	*	*	50	*	*

8th Grade Science Approaches Grade Level

Year	State	District	H	Campus	W	AA	Asian	2 or More	Eco Dis	Special Ed	LEP
2020		57	74	76	83	67	89	70	65	42	49
2019		64	75	75	84	50	71	88	67	30	39
2018	76	62	70	73	80	*	100	*	56	*	*
2017	76	62	78	84	91	*	*	*	76	*	73

Grade 6 Reading Meets Grade Level

Year	State	District	Campus	H	W	AA	Asian	2 or More	Eco Dis	Special Ed	LEP
2020		19	25	23	31	14	29	31	20	0	7
2019		19	28	24	40	13	38	17	16	6	2
2018	39	20	33	30	39	*	*	*	21	*	*
2017	37	20	36	29	48	*	*	*	21	*	*

Grade 7 Reading Meets Grade Level

Grade 6 Reading Meets Grade Level

Year	State	District	Campus	H	W	AA	Asian	2 or More	Eco Dis	Special Ed	LEP
2020		23	25	33	44	21	57	22	25	2	15
2019		29	44	39	53	29	71	83	31	7	16
2018	48	27	41	35	53	*	54	*	24	*	*
2017	42	21	32	25	40	*	78	*	17	*	*

Grade 8 Reading Meets Grade Level

Year	State	District	Campus	H	W	AA	Asian	2 or More	Eco Dis	Special Ed	LEP
2020		30	47	44	53	36	67	67	38	0	15
2019		32	47	43	60	31	50	75	32	5	25
2018	49	28	44	38	54	*	*	*	28	*	*
2017	50	30	51	46	61	*	*	*	36	*	*

Grade 7 Writing Meets Grade Level

Year	State	District	Campus	H	W	AA	Asian	2 or More	Eco Dis	Special Ed	LEP
2020		23	37	34	48	22	71	33	28	0	9
2019		22	37	34	43	17	71	67	27	3	5
2018	43	25	39	33	53	*	*	*	*	*	*
2017	39	20	27	24	33	*	*	*	15	*	*

Grade 6 Math Meets Grade Level

Year	State	District	Campus	H	W	AA	Asian	2 or More	Eco Dis	Special Ed	LEP
2020		21	32	27	46	8	43	46	18	3	25
2019		25	37	34	46	23	50	33	26	6	20
2018	44	25	34	32	37	*	*	*	20		32

Grade 6 Math Meets Grade Level

2017	43	20	33	28	39	*	*	*	*	*	*

Grade 7 Math Meets Grade Level

Year	State	District	Campus	H	W	AA	Asian	2 or More	Eco Dis	Special Ed	LEP
2020		15	27	25	35	6	83	23	15	0	17
2019		26	32	27	44	14	40	33	22	3	11
2018	40	22	30	25	37	*	*	*	*	*	*
2017	40	20	27	25	29	*	*	*	*	*	*

Grade 8 Math Meets Grade Level

Year	State	District	Campus	H	W	AA	Asian	2 or More	Eco Dis	Special Ed	LEP
2020		16	24	24	27	15	50	0	23	4	19
2019		22	30	29	28	28	55	25	24	5	18
2018	51	18	24	25	*	*	*	*	*	*	*
2017	45	13									

Grade 8 Science Meets Grade Level

Year	State	District	Campus	H	W	AA	Asian	2 or More	Eco Dis	Special Ed	LEP
2020		25	45	39	55	37	89	70	35	8	15
2019		28	43	39	54	35	43	75	33	5	10
2018	52	33	49	43	59	*	88	*	31	*	*
2017	48	27	49	42	58	*	*	*	40	*	39

8th Grade Social Studies Meets Grade Level

Year	State	District	Campus	H	W	AA	Asian	2 or More	Eco Dis	Special Ed	LEP
2020		12	15	11	24	10	44	0	10	0	5
2019		13	25	19	40	15	29	50	16	*	7
2018	53	33	21	16	28	*	88	*	12	*	*
2017	49	29	28	19	39	*	60	*	22	*	*

STAAR Percent at Masters (previously advanced level III)

All Subjects

Year	State	District	Campus	H	W	AA	Asian	2 or More	Eco Dis	Special Ed	ELL
2020	No Data Available										
2019			17	13	24	10	39	34	10	2	10
2018	22	11	15	12	20	5	40	27	7	7	10
2017	20	10									

3-EOC Reading Masters Level

Year	State	District	Campus	H	W	AA	Asian	2 or More	Eco Dis	Special Ed	ELL
2019			21	17	28	14	38	36	13	2	10
2018	19	10	20	17	25	9	39	41	11	*	14
2017	19	10									

3-EOC Math Masters Level

Year	State	District	Campus	H	W	AA	Asian	2 or More	Eco Dis	Special Ed	ELL
2019		13	12	9	18	3	37	25	5	4	10
2018	24	11	11	8	15	*	39	*	5	7	11
2017	23	11									

4&7 Writing Masters Level

Year	State	District	Campus	H	W	AA	Asian	2 or More	Eco Dis	Special Ed	ELL
2020	No Data Available										
2019		6	16	13	21	8	50	50	9	0	9
2018	13	6	7	4	11	*	*	*	*	*	*
2017	12	5									

5-EOC Science Masters Level

Year	State	District	Campus	H	W	AA	Asian	2 or More	Eco Dis	Special Ed	ELL
2019			23	17	34	17	46	50	16	*	9
2018	23	11	22	18	27	*	75	*	10		*
2017	19	10									

8-EOC Social Studies Masters Level

Year	State	District	Campus	H	W	AA	Asian	2 or More	Eco Dis	Special Ed	ELL
2019			13	10	19	12	31	25	9	0	9
2018	31	15	11	8	16	*	63	*	5	*	*
2017	27	12									

	Composite	Scaled Score	
Overall		67	**D**
Student Achievement		74	**C**
STAAR Performance	42	74	
College, Career and Military Readiness			
Graduation Rate			
School Progress		63	**D**
Academic Growth	63	63	**D**
Relative Performance (Eco Dis: 35.6%)	42	56	**F**
Closing the Gaps	7	50	**F**

Nimitz Middle School is identified for targeted support and improvement.

2019 STAAR	Approaches	Meets	Masters	2018 STAAR	Approaches	Meets	Masters	2020 Spring Benchmark	Approaches	Meets	Masters
	(6th Grade) 72	37	14		72	31	9		(6th Grade) 53	25	10
Math	(7th Grade) 67	32	10		67	29	10	Math	(7th Grade) 49	30	14
	(8th Grade) 87	30	3		83	27	3		(8th Grade) 80	49	25
	(6th Grade) 56	28	12		59	32	14		(6th Grade) 73	32	10
Reading	(7thGrade) 72	44	25		68	39	24	Reading	(7th Grade) 60	27	10
	8th Grade) 82	23	10		86	41	22		(8th Grade) 81	49	25
Writing	62	37	16		66	39	7	Writing	59	38	17
Science	75	43	21		73	49	15	Science	76	45	26
Social Studies	59	25	13		49	21	10	Social Studies	55	15	7

Student Achievement Strengths

6th grade Reading was on track to surpass previous year. In February we were already at 25% Meets, and we were at 28% Meets on the 2019 STAAR test.

8th grade Reading was at 47% Meets after scores from two STAAR tests. 8th grade was already at 47% on Spring Benchmark in February.

7th Grade Writing was on track to surpass 7th Grade Meets on 2019 STARR with a 37%.

Science scores had already suprpassed last year's STAAR with a 45% in February and a 43 on the STAAR in 2019.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): Reading scores did not show significant gains. **Root Cause:** The 45 minute class period was not enough time to implement Guided Reading/Comprehension effectively.

Problem Statement 2 (Prioritized): Overall Math scores are below state average. **Root Cause:** There is a decrease in the amount of time spent on math skills from 5th to 6th grade. English Learners transition to English for the first time. Frequent transitions are new for 6th grade students and instructional time is lost.

Problem Statement 3 (Prioritized): ELAR and Math scores are below the state average. **Root Cause:** The 45 minute class period was not enough time to fully implement Guided Comprehension and Guided Math.

Problem Statement 4 (Prioritized): Decrease in STAAR Reading scores in 6th grade **Root Cause:** Lack of time spent on Reading skills, English learners transition to English for the first time

Problem Statement 5 (Prioritized): Special Education students score below state average **Root Cause:** Students do not receive adequate individualized instruction to meet their needs.

Problem Statement 6 (Prioritized): 8th Grade Reading scores did not show significant gains. **Root Cause:** PLC time was not available in the master schedule.

Problem Statement 7 (Prioritized): 8th Grade Science scores did not show significant gains. **Root Cause:** Resources are not utilized by all teachers.

Problem Statement 8 (Prioritized): 6th through 8th STAAR scores are below state average. **Root Cause:** Students need individualized learning in small group setting.

Problem Statement 9 (Prioritized): 13% of all OSS and ISS students are AA while the total African American population is only 6.8%. **Root Cause:** Discipline reports were not reviewed by Campus Behavior Coordinator and team and interventions were not in place.

School Culture and Climate

School Culture and Climate Summary

Nimitz staff members share a belief in the vision, mission, and values the campus has previously established. With new staff members, the climate is positive with a focus on student success. Teachers and the Administrative team work together to support all students. A team of teachers and Administrators participated in Relay training and have implemented protocals (transitions, entering the classroom, entering the building) that improved school culture. This summer, all remaining administrators participated in the Relay training.

School Culture and Climate Strengths

The Nimitz cultural is very data driven which results in an awareness of the needs of sub groups. Professional development is embraced and strategies are utilized to meet the needs of sub groups with the expectation that they will perform at the same level as their peers. Daily PLC's have been implemented for all grade levels in ELAR and math. Our fine arts department contributes to our positive school culture by performing at events both in school and in the community.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1 (Prioritized): There is a communication gap between the school and parents with regards to parental involvement **Root Cause:** Time constraints with regards to attending meetings and attending school functions.

Problem Statement 2 (Prioritized): Teachers are not always prepared for situations that arise regarding student's emotional well being . **Root Cause:** Some staff view these trainings (Safe Schools, SEL) as simply a "to do" list rather than taking them seriously.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Nimitz works closely with our HR department to recruit highly qualified teachers. Teacher certification programs are contacted for possible teacher candidates. Teacher salary is compatible if not higher than other districts. The Odessa Pathway program provides teacher recruits through a mentor program.

Staff Quality, Recruitment, and Retention Strengths

The majority of returning teacher's experience ranges from 5-30 years. These teachers are dedicated to the success of our students and mentor our new teachers. The Instructional Specialists are key to helping our new teachers. Opportunity Culture will be implemented in 6th Reading, 6 & 8 Science and Social Studies providing teachers with coaching support.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1 (Prioritized): The number of HQ teachers is declining while the demand for teachers is on the rise. **Root Cause:** Number of teachers in alternative certification is increasing. There is a lack of certified teachers due to the economy.

Problem Statement 2 (Prioritized): Lack of quality Tier 1 instruction resulting in low student performance **Root Cause:** Teachers have not had the opportunity for day-to-day quality coaching

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Collaborative teams will disaggregate data in order to determine strengths and weakness of both students and instruction. With this data they will plan effective lessons during PLC time. TEKS Resource, AVID strategies, Lead4Ward strategies, and Kagan strategies are being utilized in classrooms to maximize student performance.

Curriculum, Instruction, and Assessment Strengths

6th, 7th, and 8th grade ELAR and Math meet daily for PLC's to disaggregate student data for instructional purposes. Block scheduling will be utilized in 6th and 7th ELAR and 6th and 7th Math to enable teachers to reteach, implement small groups, and provide guided instruction. At Nimitz, we utilize Instructional Coaches and department chairs that collaborate during PLC's. Opportunity Culture groups have been added to 6th ELAR, 6&8 Science and 6&8 Social Studies.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): The lack of a structured PLC's in order to plan with fidelity. **Root Cause:** There is insufficient time for teachers to plan due to teachers covering classes as a result of the shortage of teachers and substitutes.

Problem Statement 2 (Prioritized): Students are not engaged during lessons and do not show academic growth. **Root Cause:** Not all teachers utilize District provided Unit Overviews.

Problem Statement 3 (Prioritized): Students are not receiving quality Tier I instruction. **Root Cause:** It is difficult to get teachers to attend training during the summer when they are off contract. During the school year it is difficult to send teachers to PD due to lack of substitutes.

Problem Statement 4 (Prioritized): Teachers are unable to attend a daily PLC's in order to plan with fidelity. **Root Cause:** The master schedule will not allow Science teachers to have a daily PLC.

Problem Statement 5 (Prioritized): Students are not reading enough science passages. **Root Cause:** Science and Reading teachers are not consistently working together to integrate curriculum.

Problem Statement 6 (Prioritized): Reteach lessons are not effective after disaggregating data. **Root Cause:** Data is not utilized effectively to drive instruction.

Parent and Community Engagement

Parent and Community Engagement Summary

Nimitz Middle School encourages family involvement through parent portal, our new Nimitz website, Facebook, Twitter, Parent Link, weekly grade level parent newsletters, VIPS, Booster Clubs, Open House, parent nights, parent and student orientation, Fine Arts concerts, athletic events. and our PTO.

Parent and Community Engagement Strengths

We have a very active PTO that works to provide our students with activities and rewards for their hard work. They also support teachers and build teacher morale. Our athletic booster clubs are very supportive of our teams and assist coaches with their needs.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): It is difficult to implement successful community involvement activities. **Root Cause:** Time constraints make effective planning difficult for successful implementation of community involvement activities.

School Context and Organization

School Context and Organization Summary

The leadership structure at Nimitz is organized with a principal, 3 assistant principals, department chairs, 2 Instructional Specialists, and teachers/staff. The leadership team consists of administrators, department chairs and Instructional Specialists. The decision making process consists of department chairs meeting with teacher and gathering input regarding instruction, instructional needs, and concerns. The input collected is reviewed and discussed with the leadership team in order to provide teachers with the support needed. Opportunity Culture will be utilized in 6th ELAR, 6 & 8 Science and Social Studies allowing coaching to improve instruction.

School Context and Organization Strengths

The instructional leadership team is actively involved in all areas of curriculum and instruction. Opportunity Culture teams will provide coaching for teachers.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1 (Prioritized): Not all of the leadership team is always present during meetings. **Root Cause:** Members of the leadership team are supervising students after school.

Problem Statement 2 (Prioritized): The problem is inefficient organizational routines and structures. **Root Cause:** Inconsistent implementation of school wide routines and structures, inconsistent expectations for student performances

Technology

Technology Summary

Nimitz Middle School has Smart boards and document cameras in all classrooms. We have one computer lab available for classroom use, 90 ipads and 11 mobile labs. We also have a classroom set of student computers in the library. The district is supplying students with devices in order to be 1 to 1. Portable classrooms do not have wifi capabilities.

Technology Strengths

Teachers utilize technology in every classroom. Technology specialists provide instruction in the use of new programs. All teachers will utilize Google Classroom.

Problem Statements Identifying Technology Needs

Problem Statement 1 (Prioritized): Not all classrooms have access to WiFi. **Root Cause:** The increased student population has resulted in the need for portable classrooms.

Problem Statement 2 (Prioritized): Not all students have access to technology on a daily basis. **Root Cause:** The number of students exceeds the amount of technology available.

Problem Statement 3 (Prioritized): Lesson delivery was inadequate for remote learning. **Root Cause:** Not all teachers are proficient with remote learning platforms.

Priority Problem Statements

Problem Statement 1: The number of students continues to rise while the number of HQ teachers continues to decline.

Root Cause 1: The current economy in this area makes it difficult for teachers to support themselves on a teacher's salary. Many are moving to the private sector.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Reading scores did not show significant gains.

Root Cause 2: The 45 minute class period was not enough time to implement Guided Reading/Comprehension effectively.

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: Overall Math scores are below state average.

Root Cause 3: There is a decrease in the amount of time spent on math skills from 5th to 6th grade. English Learners transition to English for the first time. Frequent transitions are new for 6th grade students and instructional time is lost.

Problem Statement 3 Areas: Student Achievement

Problem Statement 4: There is a communication gap between the school and parents with regards to parental involvement

Root Cause 4: Time constraints with regards to attending meetings and attending school functions.

Problem Statement 4 Areas: School Culture and Climate

Problem Statement 5: The number of HQ teachers is declining while the demand for teachers is on the rise.

Root Cause 5: Number of teachers in alternative certification is increasing. There is a lack of certified teachers due to the economy.

Problem Statement 5 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 6: The lack of a structured PLC's in order to plan with fidelity.

Root Cause 6: There is insufficient time for teachers to plan due to teachers covering classes as a result of the shortage of teachers and substitutes.

Problem Statement 6 Areas: Curriculum, Instruction, and Assessment

Problem Statement 7: It is difficult to implement successful community involvement activities.

Root Cause 7: Time constraints make effective planning difficult for successful implementation of community involvement activities.

Problem Statement 7 Areas: Parent and Community Engagement

Problem Statement 8: Not all of the leadership team is always present during meetings.

Root Cause 8: Members of the leadership team are supervising students after school.

Problem Statement 8 Areas: School Context and Organization

Problem Statement 9: Not all classrooms have access to WiFi.

Root Cause 9: The increased student population has resulted in the need for portable classrooms.

Problem Statement 9 Areas: Technology

Problem Statement 10: Not all students have access to technology on a daily basis.

Root Cause 10: The number of students exceeds the amount of technology available.

Problem Statement 10 Areas: Technology

Problem Statement 11: The problem is inefficient organizational routines and structures.

Root Cause 11: Inconsistent implementation of school wide routines and structures, inconsistent expectations for student performances

Problem Statement 11 Areas: School Context and Organization

Problem Statement 12: ELAR and Math scores are below the state average.
Root Cause 12: The 45 minute class period was not enough time to fully implement Guided Comprehension and Guided Math.
Problem Statement 12 Areas: Student Achievement

Problem Statement 13: Lesson delivery was inadequate for remote learning.
Root Cause 13: Not all teachers are proficient with remote learning platforms.
Problem Statement 13 Areas: Technology

Problem Statement 14: Students are not engaged during lessons and do not show academic growth.
Root Cause 14: Not all teachers utilize District provided Unit Overviews.
Problem Statement 14 Areas: Curriculum, Instruction, and Assessment

Problem Statement 15: Teachers are not always prepared for situations that arise regarding student's emotional well being .
Root Cause 15: Some staff view these trainings (Safe Schools, SEL) as simply a "to do" list rather than taking them seriously.
Problem Statement 15 Areas: School Culture and Climate

Problem Statement 16: Lack of quality Tier 1 instruction resulting in low student performance
Root Cause 16: Teachers have not had the opportunity for day-to-day quality coaching
Problem Statement 16 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 17: Decrease in STAAR Reading scores in 6th grade

Root Cause 17: Lack of time spent on Reading skills, English learners transition to English for the first time

Problem Statement 17 Areas: Student Achievement

Problem Statement 18: Special Education students score below state average

Root Cause 18: Students do not receive adequate individualized instruction to meet their needs.

Problem Statement 18 Areas: Student Achievement

Problem Statement 19: Students are not receiving quality Tier I instruction.

Root Cause 19: It is difficult to get teachers to attend training during the summer when they are off contract. During the school year it is difficult to send teachers to PD due to lack of substitutes.

Problem Statement 19 Areas: Curriculum, Instruction, and Assessment

Problem Statement 20: 8th Grade Reading scores did not show significant gains.

Root Cause 20: PLC time was not available in the master schedule.

Problem Statement 20 Areas: Student Achievement

Problem Statement 21: Teachers are unable to attend a daily PLC's in order to plan with fidelity.

Root Cause 21: The master schedule will not allow Science teachers to have a daily PLC.

Problem Statement 21 Areas: Curriculum, Instruction, and Assessment

Problem Statement 22: Students are not reading enough science passages.

Root Cause 22: Science and Reading teachers are not consistently working together to integrate curriculum.

Problem Statement 22 Areas: Curriculum, Instruction, and Assessment

Problem Statement 23: 8th Grade Science scores did not show significant gains.
Root Cause 23: Resources are not utilized by all teachers.
Problem Statement 23 Areas: Student Achievement

Problem Statement 24: 6th through 8th STAAR scores are below state average.
Root Cause 24: Students need individualized learning in small group setting.
Problem Statement 24 Areas: Student Achievement

Problem Statement 25: Reteach lessons are not effective after disaggregating data.
Root Cause 25: Data is not utilized effectively to drive instruction.
Problem Statement 25 Areas: Curriculum, Instruction, and Assessment

Problem Statement 26: 13% of all OSS and ISS students are AA while the total African American population is only 6.8%.
Root Cause 26: Discipline reports were not reviewed by Campus Behavior Coordinator and team and interventions were not in place.
Problem Statement 26 Areas: Student Achievement

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Student Success Initiative (SSI) data for Grades 5 and 8
- State-developed online interim assessments

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- Career and Technical Education (CTE), including coherent sequence coursework aligned with the industry-based certifications, program growth and student achievement by race, ethnicity, and gender data
- Dyslexia Data

- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- School safety data

Employee Data

- State certified and high quality staff data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- TTESS data
- T-PESS data

Goals

Goal 1: Foundational Excellence: Nimitz will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 1: Nimitz Middle School will ensure efficient systems are in place to increase productivity to meet the needs of all that we serve.

Evaluation Data Sources: PIEMS Incident Data, PLC agendas

Summative Evaluation: None

Strategy 1: Daily PLC's will be implemented for grades 6,7, and 8 in ELAR and Math.

Strategy's Expected Result/Impact: Alignment with planning, resulting in increased student performance

Staff Responsible for Monitoring: Administration, IS, MCL, PLC Leads

Title I Schoolwide Elements: None

TEA Priorities: None

ESF Levers: None

Targeted Support Strategy

Problem Statements:
Curriculum, Instruction, and Assessment 1

Funding Sources:
Instructional Specialist Title Two Professional Development $75,000

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Strategy 2: Implement and monitor Relay protocols/strategies to ensure progress and efficiency for teachers and students.

Strategy's Expected Result/Impact: Routines and procedures implemented will result in improved teacher and student productivity.

Staff Responsible for Monitoring: Administrators and Relay team, IS, MCL, teachers

Title I Schoolwide Elements: None

TEA Priorities: None

ESF Levers: None

Problem Statements:
School Context and Organization 2

Funding Sources:
None

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Strategy 3: Develop a master schedule that allows for daily PLC time for ELAR and Math all grade levels and double blocks of instructional time for Math and ELAR in 6th and 7th grades.

Strategy's Expected Result/Impact: Maximized instructional and planning time to improve student and teacher performance

Staff Responsible for Monitoring: Administrators, MCL, IS

Title I Schoolwide Elements: None

TEA Priorities: None

ESF Levers: None

Problem Statements:
Student Achievement 3

Funding Sources:
None

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Student Achievement

Problem Statement 3: ELAR and Math scores are below the state average. **Root Cause:** The 45 minute class period was not enough time to fully implement Guided Comprehension and Guided Math.

Curriculum, Instruction, and Assessment

Problem Statement 1: The lack of a structured PLC's in order to plan with fidelity. **Root Cause:** There is insufficient time for teachers to plan due to teachers covering classes as a result of the shortage of teachers and substitutes.

School Context and Organization

Problem Statement 2: The problem is inefficient organizational routines and structures. **Root Cause:** Inconsistent implementation of school wide routines and structures, inconsistent expectations for student performances

Performance Objective 2: Nimitz Middle School will provide differentiated processes for academically priority classrooms/students.

Evaluation Data Sources: Crisis Coding, MAP results

Summative Evaluation: None

Strategy 1: Plan and implement effective transitions for 5th grade to maintain academic learning and support the social-emotional learning of students.

Strategy's Expected Result/Impact: Smooth transition to the next grade level

Staff Responsible for Monitoring: Administration, Counselors, Department Chairs,

Title I Schoolwide Elements: None

TEA Priorities: None

ESF Levers: None

Problem Statements:
School Context and Organization 2

Funding Sources:
None

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Strategy 2: Provide students with instruction that is relevant and appropriate for diverse learners.

Strategy's Expected Result/Impact: Improved student growth

Staff Responsible for Monitoring: Administrators, IS, MCL

Title I Schoolwide Elements: None

TEA Priorities: None

ESF Levers: None

Problem Statements:
Curriculum, Instruction, and Assessment 1, 3

Funding Sources:
State Comp Ed $75,000

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 No Progress Accomplished Continue/Modify Discontinue

Curriculum, Instruction, and Assessment

Problem Statement 1: The lack of a structured PLC's in order to plan with fidelity. **Root Cause:** There is insufficient time for teachers to plan due to teachers covering classes as a result of the shortage of teachers and substitutes.

Problem Statement 3: Students are not receiving quality Tier I instruction. **Root Cause:** It is difficult to get teachers to attend training during the summer when they are off contract. During the school year it is difficult to send teachers to PD due to lack of substitutes.

School Context and Organization

Problem Statement 2: The problem is inefficient organizational routines and structures. **Root Cause:** Inconsistent implementation of school wide routines and structures,

inconsistent expectations for student performances

Performance Objective 3: Nimitz Middle School will embed technology for anytime, anywhere teaching and learning.

Evaluation Data Sources: Google Classroom, Remind 101, Sport U,

Summative Evaluation: None

Strategy 1: Provide teachers with the tools necessary to embed technology in lessons both face to face and remotely.

Strategy's Expected Result/Impact: Every teacher and student will participate in Google Classroom.

Staff Responsible for Monitoring: Administrators, IS, MCL, Department Chairs

Title I Schoolwide Elements: None

TEA Priorities: None

ESF Levers: None

Problem Statements:
Technology 1, 2, 3

Funding Sources:
Local

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Technology

Problem Statement 1: Not all classrooms have access to WiFi. **Root Cause:** The increased student population has resulted in the need for portable classrooms.

Problem Statement 2: Not all students have access to technology on a daily basis. **Root Cause:** The number of students exceeds the amount of technology available.

Problem Statement 3: Lesson delivery was inadequate for remote learning. **Root Cause:** Not all teachers are proficient with remote learning platforms.

Performance Objective 4: Nimitz Middle School will provide a rigorous, relevant and engaging curriculum.

Evaluation Data Sources: PLC minutes

Summative Evaluation: None

Strategy 1: Teacher will create rigorous lessons using District provided Unit Overviews.

Strategy's Expected Result/Impact: Increase student engagement and growth, MAP growth

Staff Responsible for Monitoring: Administrators, MCL, IS, teachers

Title I Schoolwide Elements: None

TEA Priorities: None

ESF Levers: None

Problem Statements:
Curriculum, Instruction, and Assessment 1, 2

Funding Sources:
None

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Strategy 2: Teachers will attend training and implement the Laying the Foundations curriculum for honor students.

Strategy's Expected Result/Impact: Increase the number of students meeting masters across all subject areas on 2020-2021 STAAR

Staff Responsible for Monitoring: Administrators, Honors/GT teachers, IS, MCL

Title I Schoolwide Elements: None

TEA Priorities: None

ESF Levers: None

Problem Statements:
Curriculum, Instruction, and Assessment 3

Funding Sources:
None

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Curriculum, Instruction, and Assessment

Problem Statement 1: The lack of a structured PLC's in order to plan with fidelity. **Root Cause:** There is insufficient time for teachers to plan due to teachers covering classes as a result of the shortage of teachers and substitutes.

Problem Statement 2: Students are not engaged during lessons and do not show academic growth. **Root Cause:** Not all teachers utilize District provided Unit Overviews.

Problem Statement 3: Students are not receiving quality Tier I instruction. **Root Cause:** It is difficult to get teachers to attend training during the summer when they are off contract. During the school year it is difficult to send teachers to PD due to lack of substitutes.

Performance Objective 5: Nimitz Middle School will provide a safe and supportive school environment.

Evaluation Data Sources: PIEMS data

Summative Evaluation: None

Strategy 1: Teachers will complete annual Safe Schools training including new trainings throughout the year such as COVID 19 training, attend Ethics and Sexual Harassment training, and receive trauma informational training.

Strategy's Expected Result/Impact: Students and teachers will have a safe environment that is conducive to learning.

Staff Responsible for Monitoring: Administrators, Department Chairs, IS

Title I Schoolwide Elements: None

TEA Priorities: None

ESF Levers: None

Problem Statements:
School Culture and Climate 2
School Context and Organization 2

Funding Sources:
SAS Counselor State Comp Ed $75,000

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Strategy 2: Teachers will utilize CHAMPS in classrooms and throughout the building.

Strategy's Expected Result/Impact: Students will have a safe environment that is conducive to learning.

Staff Responsible for Monitoring: Administrators, MCL, Department Chairs, IS, Teachers

Title I Schoolwide Elements: None

TEA Priorities: None

ESF Levers: None

Problem Statements:
School Culture and Climate 2
School Context and Organization 2

Funding Sources:
None

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May

Strategy 3: Administrators, IS and MCL's will provide coaching using the Relay coaching model to improve school wide routines and procedures.

Strategy's Expected Result/Impact: Improve student safety and student performance

Staff Responsible for Monitoring: Administrators, IS, MCL

Title I Schoolwide Elements: None

TEA Priorities: None

ESF Levers: None

Problem Statements:
School Context and Organization 2

Funding Sources:
Local

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Strategy 4: Awareness training for staff and students will be provided in the area of sexual abuse and other maltreatment of children. All new staff will be trained during required new employee training on prevention programs. SAS Counselors will train all staff during campus professional development on prevention and reporting requirements. Required child abuse awareness posters for students will be displayed throughout the campus.

Strategy's Expected Result/Impact: Staff will know the symptoms of abuse, understand the necessary actions to take, and take action to eliminate the potential for child abuse and neglect.

Staff Responsible for Monitoring: Principal, Assistant Principals, SAS and Academic Counselors

Title I Schoolwide Elements: None

TEA Priorities: None

ESF Levers: None

Problem Statements:
School Culture and Climate 2

Funding Sources:
None

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Strategy 5: The ECISD comprehensive Guidance and Counseling curriculum will continue to be implemented in PK-12 to implement lessons that will include dating violence, child abuse, bullying, conflict resolution, substance abuse, self-efficacy, decision-making, behavior, and other social-emotional topics.

Strategy's Expected Result/Impact: Exposure to the Guidance and Counseling curriculum will allow Nimitz students to have a better understanding of how to handle these situations as they arise.

Staff Responsible for Monitoring: SAS Counselor, Academic Counselors

Title I Schoolwide Elements: None

TEA Priorities: None

ESF Levers: None

Problem Statements:
School Culture and Climate 2

Funding Sources:
None

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Strategy 6: Campus Behavior Coordinator and team will monitor discipline data in order to improve inequities among all students.

Strategy's Expected Result/Impact: Less than 5% of all OSS and ISS will be African American Placements.

Staff Responsible for Monitoring: Principal, Campus Behavior Coordinator and team

Title I Schoolwide Elements: None

TEA Priorities: None

ESF Levers: None

Problem Statements:
Student Achievement 9

Funding Sources:
None

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Student Achievement

Problem Statement 9: 13% of all OSS and ISS students are AA while the total African American population is only 6.8%. **Root Cause:** Discipline reports were not reviewed by Campus Behavior Coordinator and team and interventions were not in place.

School Culture and Climate

Problem Statement 2: Teachers are not always prepared for situations that arise regarding student's emotional well being . **Root Cause:** Some staff view these trainings (Safe Schools, SEL) as simply a "to do" list rather than taking them seriously.

School Context and Organization

Problem Statement 2: The problem is inefficient organizational routines and structures. **Root Cause:** Inconsistent implementation of school wide routines and structures, inconsistent expectations for student performances

Performance Objective 6: Annual student attendance will increase from 94.5 in 2020 to 95.0 in 2021.

Evaluation Data Sources: Weekly Attendance Report from the Weekly Attendance and Dropout Dashboard (COC)

Summative Evaluation: None

Strategy 1: Nimitz will monitor student attendance through the Attendance Clerks and make contact with parents of students with attendance problems.

Strategy's Expected Result/Impact: Strategy's expected results are an increased awareness by parents of students with attendance issues and improved attendance rates for students.

Staff Responsible for Monitoring: Administrative Lead for Attendance, Principal, Assistant Principals, Attendance Clerks

Title I Schoolwide Elements: None

TEA Priorities: None

ESF Levers: None

Problem Statements:
School Culture and Climate 1
School Context and Organization 2

Funding Sources:
Local

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Strategy 2: Nimitz will provide attendance incentives for students each six weeks.

Strategy's Expected Result/Impact: Improve student attendance to 95%

Staff Responsible for Monitoring: Attendance clerks, Administration, Discipline Clerk, SAS Counselor

Title I Schoolwide Elements: None

TEA Priorities: None

ESF Levers: None

Problem Statements:
School Context and Organization 2

Funding Sources:
Local $1,000

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Strategy 3: CIS representative will monitor attendance for students on their case load.

Strategy's Expected Result/Impact: Improved student attendance

Staff Responsible for Monitoring: CIS Representative

Title I Schoolwide Elements: None

TEA Priorities: None

ESF Levers: None

Problem Statements:
School Context and Organization 2

Funding Sources:
CIS Representative State Comp Ed $35,000

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

School Culture and Climate

Problem Statement 1: There is a communication gap between the school and parents with regards to parental involvement **Root Cause:** Time constraints with regards to attending meetings and attending school functions.

School Context and Organization

Problem Statement 2: The problem is inefficient organizational routines and structures. **Root Cause:** Inconsistent implementation of school wide routines and structures, inconsistent expectations for student performances

Goal 2: Invest in Talent: Nimitz will recruit, develop and retain highly-effective individuals who are invested in looking at tomorrow to inform their practices today.

Performance Objective 1: In 2020-21, Nimitz will offer a job-embedded, personalized professional learning systems for teachers and administrators.

Evaluation Data Sources: Employee Performance Evaluations
Staff Retention Rates
Eduphoria STRIVE

Summative Evaluation: None

Strategy 1: Each campus administrator will conduct a minimum of 5 documented walk throughs and/or observation/feedback meetings per week.

Strategy's Expected Result/Impact: Improved classroom instruction which will result in increased student performance

Staff Responsible for Monitoring: Administrators

Title I Schoolwide Elements: None

TEA Priorities: None

ESF Levers: None

Problem Statements:
School Context and Organization 2

Funding Sources:
None

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Strategy 2: Utilize Opportunity Culture to extend the reach of excellent teachers and their teams during 2020-2021.

Strategy's Expected Result/Impact: Improved classroom instruction which will result in increased student performance

Staff Responsible for Monitoring: Administrators, IS, MCL

Title I Schoolwide Elements: None

TEA Priorities: None

ESF Levers: None

Problem Statements:
Staff Quality, Recruitment, and Retention 1, 2

Funding Sources:
Local

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 No Progress Accomplished Continue/Modify Discontinue

Staff Quality, Recruitment, and Retention

Problem Statement 1: The number of HQ teachers is declining while the demand for teachers is on the rise. **Root Cause:** Number of teachers in alternative certification is increasing. There is a lack of certified teachers due to the economy.

Problem Statement 2: Lack of quality Tier 1 instruction resulting in low student performance **Root Cause:** Teachers have not had the opportunity for day-to-day quality coaching

School Context and Organization

Problem Statement 2: The problem is inefficient organizational routines and structures. **Root Cause:** Inconsistent implementation of school wide routines and structures, inconsistent expectations for student performances

Performance Objective 2: The campus teacher retention rate will increase from 69.39% in 2020 to 80.00% in 2021.

Evaluation Data Sources: TAPR Report

Summative Evaluation: None

Strategy 1: The use of RELAY strategies will coach, support, and grow teachers throughout the school year.

Strategy's Expected Result/Impact: RELAY will help retain and grow highly effective teachers in the classrooms.

Staff Responsible for Monitoring: Administration Team, RELAY team, IS, MCL

Title I Schoolwide Elements: None

TEA Priorities: None

ESF Levers: None

Problem Statements:
Staff Quality, Recruitment, and Retention 1, 2
School Context and Organization 2

Funding Sources:
None

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May

Strategy 2: Nimitz Middle School will implement Opportunity Culture to support teachers.

Strategy's Expected Result/Impact: Opportunity culture will retain and grow highly effective teachers in the classroom.

Staff Responsible for Monitoring: Administration ream, MCL, TRT, IS

Title I Schoolwide Elements: None

TEA Priorities: None

ESF Levers: None

Problem Statements:
Staff Quality, Recruitment, and Retention 1, 2

Funding Sources:
Local

Formative
Oct
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Summative
May

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Staff Quality, Recruitment, and Retention

Problem Statement 1: The number of HQ teachers is declining while the demand for teachers is on the rise. **Root Cause:** Number of teachers in alternative certification is increasing. There is a lack of certified teachers due to the economy.

Problem Statement 2: Lack of quality Tier 1 instruction resulting in low student performance **Root Cause:** Teachers have not had the opportunity for day-to-day quality coaching

School Context and Organization

Problem Statement 2: The problem is inefficient organizational routines and structures. **Root Cause:** Inconsistent implementation of school wide routines and structures, inconsistent expectations for student performances

Goal 3: Learning Journey: Nimitz will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. Nimitz will equip students to be adaptable in an ever-changing society.

Performance Objective 1: Nimitz will implement innovative instructional models which enable personalized learning for all students.

Evaluation Data Sources: Imagine Learning, Imagine Math, Brainchild

Summative Evaluation: None

Strategy 1: Nimitz will utilize K-12 Summit to increase language acquisition in our EL students.

Strategy's Expected Result/Impact: Increase scores in TELPAS and /or exit the ESL program.

Staff Responsible for Monitoring: Administration team, teachers, ESL facilitator

Title I Schoolwide Elements: None

TEA Priorities: None

ESF Levers: None

Problem Statements:
Student Achievement 4
Curriculum, Instruction, and Assessment 3

Funding Sources:
Local

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Strategy 2: Nimitz will utilize Imagine Math and Imagine Learning to scaffold the students individualized learning.

Strategy's Expected Result/Impact: Close the achievement gap in reading and math

Staff Responsible for Monitoring: Administration team, IS, teachers

Title I Schoolwide Elements: None

TEA Priorities: None

ESF Levers: None

Problem Statements:
Student Achievement 1, 2, 3

Funding Sources:
Local

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Strategy 3: Nimitz will utilize Brainchild to scaffold the learning of our special education population students.

Strategy's Expected Result/Impact: Close the achievement gap with our SPED students.

Staff Responsible for Monitoring: Administration team, SPED teachers, teachers

Title I Schoolwide Elements: None

TEA Priorities: None

ESF Levers: None

Problem Statements:
Student Achievement 5

Funding Sources:
Local

Formative
Oct
Jan
Mar
Summative
May

Strategy 4: Nimitz will implement Laying the Foundation curriculum for our honors/GT students.

Strategy's Expected Result/Impact: Differentiate instruction to ensure the students meet, master, or maintain the grade-level expectations.

Staff Responsible for Monitoring: GT department, Administration team, teachers, MCL

Title I Schoolwide Elements: None

TEA Priorities: None

ESF Levers: None

Problem Statements:
Curriculum, Instruction, and Assessment 2, 3

Funding Sources:
Local

Formative
Oct
Jan
Mar
Summative
May

 No Progress Accomplished Continue/Modify Discontinue

Student Achievement

Problem Statement 1: Reading scores did not show significant gains. **Root Cause:** The 45 minute class period was not enough time to implement Guided Reading/Comprehension effectively.

Problem Statement 2: Overall Math scores are below state average. **Root Cause:** There is a decrease in the amount of time spent on math skills from 5th to 6th grade. English Learners transition to English for the first time. Frequent transitions are new for 6th grade students and instructional time is lost.

Problem Statement 3: ELAR and Math scores are below the state average. **Root Cause:** The 45 minute class period was not enough time to fully implement Guided Comprehension and Guided Math.

Problem Statement 4: Decrease in STAAR Reading scores in 6th grade **Root Cause:** Lack of time spent on Reading skills, English learners transition to English for the first time

Problem Statement 5: Special Education students score below state average **Root Cause:** Students do not receive adequate individualized instruction to meet their needs.

Curriculum, Instruction, and Assessment

Problem Statement 2: Students are not engaged during lessons and do not show academic growth. **Root Cause:** Not all teachers utilize District provided Unit Overviews.

Problem Statement 3: Students are not receiving quality Tier I instruction. **Root Cause:** It is difficult to get teachers to attend training during the summer when they are off

contract. During the school year it is difficult to send teachers to PD due to lack of substitutes.

Performance Objective 2: 6th grade Reading "Meets" percentages will increase from 30% in 2019 to 34% as measured by the 2021 STAAR.

Evaluation Data Sources: STAAR Results, MAP results

Summative Evaluation: None

Strategy 1: Nimitz will continue to implement the Balanced Literacy Framework.

Strategy's Expected Result/Impact: Increase the Meets percentage in Reading on the STAAR test.

Staff Responsible for Monitoring: Administration team, teachers, IS, MCL, TRT

Title I Schoolwide Elements: None

TEA Priorities: None

ESF Levers: None

Problem Statements:
Student Achievement 3
Curriculum, Instruction, and Assessment 1
School Context and Organization 2

Funding Sources:
Dyslexia teacher State Comp Ed $75,000

Formative
Oct
Jan
Mar
Summative
May

Strategy 2: Nimitz will continue block scheduling in 6th-grade reading allowing for more teaching time in the ELAR classroom.

Strategy's Expected Result/Impact: Growth in Reading and a higher percentage of Meets on STAAR

Staff Responsible for Monitoring: Administration team, teachers, IS, MCL, TRT

Title I Schoolwide Elements: None

TEA Priorities: None

ESF Levers: None

Problem Statements:
Student Achievement 1
Curriculum, Instruction, and Assessment 1

Funding Sources:
Local

Formative
Oct
Jan
Mar
Summative
May

Strategy 3: Nimitz will implement Opportunity Culture in 6th-grade Reading

Strategy's Expected Result/Impact: Opportunity Culture will build teacher capacity which will show student growth/progress.

Staff Responsible for Monitoring: Administration team, MCL, TRT

Title I Schoolwide Elements: None

TEA Priorities: None

ESF Levers: None

Problem Statements:
Student Achievement 1
Curriculum, Instruction, and Assessment 1

Funding Sources:
Local

Formative
Oct
Jan
Mar
Summative
May

 No Progress Accomplished Continue/Modify Discontinue

Student Achievement

Problem Statement 1: Reading scores did not show significant gains. **Root Cause:** The 45 minute class period was not enough time to implement Guided Reading/Comprehension effectively.

Problem Statement 3: ELAR and Math scores are below the state average. **Root Cause:** The 45 minute class period was not enough time to fully implement Guided Comprehension and Guided Math.

Curriculum, Instruction, and Assessment

Problem Statement 1: The lack of a structured PLC's in order to plan with fidelity. **Root Cause:** There is insufficient time for teachers to plan due to teachers covering classes as a result of the shortage of teachers and substitutes.

School Context and Organization

Problem Statement 2: The problem is inefficient organizational routines and structures. **Root Cause:** Inconsistent implementation of school wide routines and structures, inconsistent expectations for student performances

Performance Objective 3: 6th grade Math "Meets" percentages will increase from 39% in 2019 to 43% as measured by the 2021 STAAR.

Evaluation Data Sources: STAAR Results, MAP results

Summative Evaluation: None

Strategy 1: Nimitz will continue to implement Guided math in the 6th and 7th grade classrooms.

Strategy's Expected Result/Impact: Increase the Meets percentage in Math on the STAAR test.

Staff Responsible for Monitoring: Administration team, IS, Teachers

Title I Schoolwide Elements: None

TEA Priorities: None

ESF Levers: None

Problem Statements:
Student Achievement 2, 3
Curriculum, Instruction, and Assessment 1

Funding Sources:
Local

Formative
Oct
Jan
Mar
Summative
May

Strategy 2: Nimitz will continue block scheduling in 6th-grade Math allowing for more teaching time in the Math classroom.

Strategy's Expected Result/Impact: Growth in Math and a higher percentage of Meets on STAAR

Staff Responsible for Monitoring: Administration team, IS, teachers

Title I Schoolwide Elements: None

TEA Priorities: None

ESF Levers: None

Problem Statements:
Student Achievement 3
Curriculum, Instruction, and Assessment 1

Funding Sources:
Local

Formative
Oct
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Summative
May

Strategy 3: Math teachers will have a daily PLC to disaggregate data, plan, and discuss next steps.

Strategy's Expected Result/Impact: Target needed skills to increase student performance

Staff Responsible for Monitoring: Administration team, IS, teachers

Title I Schoolwide Elements: None

TEA Priorities: None

ESF Levers: None

Problem Statements:
Curriculum, Instruction, and Assessment 1, 3

Funding Sources:
Local

Formative
Oct
Jan
Mar
Summative
May

 No Progress Accomplished Continue/Modify Discontinue

Student Achievement

Problem Statement 2: Overall Math scores are below state average. **Root Cause:** There is a decrease in the amount of time spent on math skills from 5th to 6th grade. English Learners transition to English for the first time. Frequent transitions are new for 6th grade students and instructional time is lost.

Problem Statement 3: ELAR and Math scores are below the state average. **Root Cause:** The 45 minute class period was not enough time to fully implement Guided Comprehension and Guided Math.

Curriculum, Instruction, and Assessment

Problem Statement 1: The lack of a structured PLC's in order to plan with fidelity. **Root Cause:** There is insufficient time for teachers to plan due to teachers covering classes as a result of the shortage of teachers and substitutes.

Problem Statement 3: Students are not receiving quality Tier I instruction. **Root Cause:** It is difficult to get teachers to attend training during the summer when they are off contract. During the school year it is difficult to send teachers to PD due to lack of substitutes.

Performance Objective 4: 8th grade Reading "Meets" percentages will increase from 49% in 2019 to 53% as measured by the 2021 STAAR.

Evaluation Data Sources: STAAR results, MAP results

Summative Evaluation: None

Strategy 1: 8th grade ELAR will have PLC times to disaggregate data, plan, and discuss next steps.

Strategy's Expected Result/Impact: Target needed skills to increase student performance

Staff Responsible for Monitoring: Administration team, IS, teachers

Title I Schoolwide Elements: None

TEA Priorities: None

ESF Levers: None

Problem Statements:
Student Achievement 6

Funding Sources:
Local

Formative
Oct
Jan
Mar
Summative
May

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Student Achievement

Problem Statement 6: 8th Grade Reading scores did not show significant gains. **Root Cause:** PLC time was not available in the master schedule.

Performance Objective 5: 8th grade Math "Meets" percentages will increase from 32% in 2019 to 36% as measured by the 2021 STAAR.

Evaluation Data Sources: STAAR results, MAP results

Summative Evaluation: None

Strategy 1: 8th grade Math will have PLC times to disaggregate data, plan, and discuss next steps.

Strategy's Expected Result/Impact: Target needed skills to increase student performance

Staff Responsible for Monitoring: Administration team, IS, teachers

Title I Schoolwide Elements: None

TEA Priorities: None

ESF Levers: None

Problem Statements:
Curriculum, Instruction, and Assessment 2

Funding Sources:
None

Formative	Summative
Oct	May
Jan	
Mar	

 No Progress Accomplished Continue/Modify Discontinue

Curriculum, Instruction, and Assessment

Problem Statement 2: Students are not engaged during lessons and do not show academic growth. **Root Cause:** Not all teachers utilize District provided Unit Overviews.

Performance Objective 6: 8th grade Science "Meets" percentages will increase from 46% in 2019 to 51% as measured by the 2021 STAAR.

Evaluation Data Sources: STAAR results, MAP results

Summative Evaluation: None

Strategy 1: Nimitz teachers will utilize data to plan targeted intervention.

Strategy's Expected Result/Impact: Students scores in science will increase in STAAR

Staff Responsible for Monitoring: Administration team, IS, teachers

Title I Schoolwide Elements: None

TEA Priorities: None

ESF Levers: None

Problem Statements:
Curriculum, Instruction, and Assessment 2, 3, 4

Funding Sources:
None

Formative
Oct
Jan
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Summative
May

Strategy 2: Nimitz will integrate science into ELAR during their non-fiction units.

Strategy's Expected Result/Impact: Support Science curriculum through ELAR to increase knowledge and Science STAAR Scores

Staff Responsible for Monitoring: Administration team, IS,

Title I Schoolwide Elements: None

TEA Priorities: None

ESF Levers: None

Problem Statements:
Curriculum, Instruction, and Assessment 5

Funding Sources:
None

Formative
Oct
Jan
Mar
Summative
May

Strategy 3: Nimitz will use Think Up as a resource to support instruction.

Strategy's Expected Result/Impact: Student growth and enrichment to scaffold the learning and increase STAAR scores

Staff Responsible for Monitoring: Administration team, teachers

Title I Schoolwide Elements: None

TEA Priorities: None

ESF Levers: None

Problem Statements:
Student Achievement 7

Funding Sources:
Local

Formative
Oct
Jan
Mar
Summative
May

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Student Achievement

Problem Statement 7: 8th Grade Science scores did not show significant gains. **Root Cause:** Resources are not utilized by all teachers.

Curriculum, Instruction, and Assessment

Problem Statement 2: Students are not engaged during lessons and do not show academic growth. **Root Cause:** Not all teachers utilize District provided Unit Overviews.

Problem Statement 3: Students are not receiving quality Tier I instruction. **Root Cause:** It is difficult to get teachers to attend training during the summer when they are off contract. During the school year it is difficult to send teachers to PD due to lack of substitutes.

Problem Statement 4: Teachers are unable to attend a daily PLC's in order to plan with fidelity. **Root Cause:** The master schedule will not allow Science teachers to have a daily PLC.

Problem Statement 5: Students are not reading enough science passages. **Root Cause:** Science and Reading teachers are not consistently working together to integrate curriculum.

Performance Objective 7: 8th grade Algebra I "Meets" percentages will increase from 76% in 2019 to 80% as measured by the 2021 STAAR.

Evaluation Data Sources: STAAR results, MAP results

Summative Evaluation: None

Strategy 1: Teachers will attend district Inspire calculator training.

Strategy's Expected Result/Impact: Students will correctly utilize functions on the Inspire calculator for increased scores on EOC.

Staff Responsible for Monitoring: Administrators, IS, Math Department Chair

Title I Schoolwide Elements: None

TEA Priorities: None

ESF Levers: None

Problem Statements:
Curriculum, Instruction, and Assessment 6

Funding Sources:
None

Formative	
Oct	
Jan	
Mar	
Summative	
May	

Strategy 2: Algebra teacher will collaborate with other Algebra teachers within the district.

Strategy's Expected Result/Impact: Algebra "Meets" score will improve.

Staff Responsible for Monitoring: Administrator, IS

Title I Schoolwide Elements: None

TEA Priorities: None

ESF Levers: None

Problem Statements:
Curriculum, Instruction, and Assessment 3

Funding Sources:
None

Formative	
Oct	
Jan	
Mar	
Summative	
May	

 No Progress Accomplished Continue/Modify Discontinue

Curriculum, Instruction, and Assessment

Problem Statement 3: Students are not receiving quality Tier I instruction. **Root Cause:** It is difficult to get teachers to attend training during the summer when they are off contract. During the school year it is difficult to send teachers to PD due to lack of substitutes.

Problem Statement 6: Reteach lessons are not effective after disaggregating data. **Root Cause:** Data is not utilized effectively to drive instruction.

Performance Objective 8: The percentage of students that Met Standard on all subject/grades tested will increase from 39% (2019 STAAR) to 43% as measured by the 2021 STAAR assessment.

Evaluation Data Sources: STAAR results, MAP results

Summative Evaluation: None

Strategy 1: To increase instructional time, 90 minute blocks will be built into the master schedule for 6th and 7th grade math and English.

Strategy's Expected Result/Impact: Improved student achievement on district assessments and STAAR.

Staff Responsible for Monitoring: Administrators, Leadership team

Title I Schoolwide Elements: None

TEA Priorities: None

ESF Levers: None

Problem Statements:
Student Achievement 1, 3, 4

Funding Sources:
None

Formative
Oct
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Summative
May

Strategy 2: Teachers will provide targeted STAAR tutoring for students as needed.

Strategy's Expected Result/Impact: Improved student achievement on district assessments and STAAR.

Staff Responsible for Monitoring: Administrators, Department Chairs

Title I Schoolwide Elements: None

TEA Priorities: None

ESF Levers: None

Problem Statements:
Student Achievement 8

Funding Sources:
Local

Formative
Oct
Jan
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Summative
May

Strategy 3: Math and Reading teachers will have a daily PLC.

Strategy's Expected Result/Impact: Teachers will have time to plan, discuss data, and students, which will result in student growth.

Staff Responsible for Monitoring: Administrators, IS, MCL, TRT

Title I Schoolwide Elements: None

TEA Priorities: None

ESF Levers: None

Problem Statements:
Curriculum, Instruction, and Assessment 6

Funding Sources:
Local

Formative
Oct
Jan
Mar
Summative
May

 No Progress Accomplished Continue/Modify Discontinue

Student Achievement

Problem Statement 1: Reading scores did not show significant gains. **Root Cause:** The 45 minute class period was not enough time to implement Guided Reading/Comprehension effectively.

Problem Statement 3: ELAR and Math scores are below the state average. **Root Cause:** The 45 minute class period was not enough time to fully implement Guided Comprehension and Guided Math.

Problem Statement 4: Decrease in STAAR Reading scores in 6th grade **Root Cause:** Lack of time spent on Reading skills, English learners transition to English for the first time

Problem Statement 8: 6th through 8th STAAR scores are below state average. **Root Cause:** Students need individualized learning in small group setting.

Curriculum, Instruction, and Assessment

Problem Statement 6: Reteach lessons are not effective after disaggregating data. **Root Cause:** Data is not utilized effectively to drive instruction.

Performance Objective 9: The percentage of students meeting or exceeding the growth target will increase from 63% (2019 STAAR) to 66% as measured by the 2021 STAAR assessment.

Evaluation Data Sources: STAAR results, MAP results

Summative Evaluation: None

Strategy 1: Nimitz will use data driven instruction to more effectively plan, teach, and reteach.

Strategy's Expected Result/Impact: Improved student achievement on district assessments and STAAR.

Staff Responsible for Monitoring: Administrators, IS, MCL, TRT

Title I Schoolwide Elements: None

TEA Priorities: None

ESF Levers: None

Problem Statements:
Student Achievement 8
Curriculum, Instruction, and Assessment 6

Funding Sources:
None

Formative
Oct
Jan
Mar
Summative
May

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Student Achievement

Problem Statement 8: 6th through 8th STAAR scores are below state average. **Root Cause:** Students need individualized learning in small group setting.

Curriculum, Instruction, and Assessment

Problem Statement 6: Reteach lessons are not effective after disaggregating data. **Root Cause:** Data is not utilized effectively to drive instruction.

State Compensatory

Budget for Nimitz Middle School

Account Code	Account Title	Budget
6100 Payroll Costs		
164 11 00 46 6119	6119 Salaries or Wages - Teachers and Other Professional Personnel	$196,599.00
	6100 Subtotal:	**$196,599.00**

Personnel for Nimitz Middle School

Name	Position	Program	FTE
Abigail Martinez	Liaison	Community In Schools	1
Anthony Garza	Counselor	SAS	1
Shalin White	Teacher	Dyslexia	1

Campus Funding Summary

Local					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	3	1			$0.00
1	5	3			$0.00
1	6	1			$0.00
1	6	2			$1,000.00
2	1	2			$0.00
2	2	2			$0.00
3	1	1			$0.00
3	1	2			$0.00
3	1	3			$0.00
3	1	4			$0.00
3	2	2			$0.00
3	2	3			$0.00
3	3	1			$0.00
3	3	2			$0.00
3	3	3			$0.00
3	4	1			$0.00
3	6	3			$0.00
3	8	2			$0.00
3	8	3			$0.00
				Sub-Total	$1,000.00

State Comp Ed					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	2			$75,000.00

State Comp Ed					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	5	1	SAS Counselor		$75,000.00
1	6	3	CIS Representative		$35,000.00
3	2	1	Dyslexia teacher		$75,000.00
				Sub-Total	$260,000.00

Title Two Professional Development					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Instructional Specialist		$75,000.00
				Sub-Total	$75,000.00
				Grand Total	$336,000.00

Addendums

Ector County Independent School District

Wilson & Young Middle School

Improvement Plan

2020-2021

Mission Statement

The mission of the ECISD Community, a passionate, unified, world class leader in education, is to develop world ready, life-long learners who discover their unique gifts, achieve personal success, and fuel their community by building unified, comprehensive community support and participation that fosters a standard of excellence: serving as advocate and steward for all students; ensuring relevant teaching, engaged learning, and dynamic innovation; and maximizing all available resources.

Wilson & Young Medal of Honor Middle School...Home of the Rangers!

Ranger Creed

Recognizing that I am a Ranger, fully knowing the challenges of my academic career, I will always endeavor to **uphold the prestige, honor**, and pride of my Ranger Regiment.

Acknowledging the fact that a Ranger is a more elite student who arrives at Wilson and Young prepared to succeed, I accept the fact that, as a Ranger, my community expects me to **move further, be responsible, and fight harder** than any other student.

Never, shall I fail my fellow Rangers. I will always keep myself mentally alert, physically able, and morally accountable, and I will shoulder more than my share of the task, whatever it may be, **one hundred percent and then some**.

Gallantly, will I show the community that I am a specially selected and well-trained student. My courtesy to superiors, neatness of dress, and care of materials shall **set the example for others to follow.**

Energetically, will I meet the demands of my education. I shall conquer them in all areas of my education and will **fight with all my might. Surrender is not a word in which I believe.** I will never leave a Ranger to stray from the Creed and, under no circumstances, will I ever embarrass my school.

Readily, will I display the attitude required to achieve the Ranger objective and **complete the mission**, despite any hardships.

RANGERS LEAD THE WAY!

Vision

1966

Wilson & Young Medal of Honor Middle School will become a model campus in our district; one that our community and families of Alfred Mac Wilson and Rex Marvin Young can be proud of and know that the characteristics of the Ranger Creed will be instilled in all that we do for our students. Our campus will be aligned to the district goals and non-negotiable:

- Academic Excellence
- College & Career Readiness
- Safe & Supportive Learning Environment
- Purposeful, Timely, Two-way Communication

Core Beliefs

We believe that...

- Each person has inherent worth and unique strengths.
- Curiosity and learning are natural and grow without limit given stimulation and nurturing.
- People are interdependent.
- Each individual has a responsibility to add value to self and community.
- Individuals are accountable for their choices and actions.
- Education creates opportunity and opportunity creates a better world.
- Progress improves and adds value to human life.
- Fear limits life's potential; courage inspires living.
- There is a difference between right and wrong.
- Values learned at home affect a lifetime.
- Leadership is influence; everyone is a leader.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Enrollment

20-21 1298

19-20 1149

	Ethnic Distribution										
	Year	H	State	W	State	AA	State	2 or More	State	Eco Dis	St
	2020										
	2019	61.2		32.0		4.7		0.6		40.3	
	2018	61.0	52.4	32.0	27.8	5.0	12.6	1.0	2.3	40.0	58
	2017	61.0	52.4	33.0	28.1	4.0	12.6	1	2.4	43.0	5
	2016		52.2		28.5		12.6		2.1		5
	2015		52		28.9		12.6		2		58
	2014		51.8		29.4		12.7		1.9		60

Demographics Strengths

Wilson and Young has less economically disadvantaged students than the state average.

W&Y is a diverse campus with rich cultures.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): The number of students continue to rise while the number of HQ teachers continues to decrease. **Root Cause:** The current economy

Problem Statement 2 (Prioritized): Our STAAR scores in 6th grade Reading and Math are declining. **Root Cause:** The number transitions that the students are encountering. Our ELL students are transitioning from Spanish to English based test.

Student Achievement

Student Achievement Summary

Domain 1

2019	Approaches	Meets	Masters	2018	approaches	Meets	Masters	**2020 Spring Benchmar**	Approaches	Meets	Masters
Math	58%	21%	5%	57%	21%	4%		Math	53%	19%	7%
Reading	62%	29%	12%	62%	28%	12%		Reading	53%	25%	12%
Writing	57%	22%	6%	48%	22%	4 %		Writing	51%	27%	10%
Science	63%	31%	10%	62%	32%	12%		Science	56%	18%	4%
Social Studies	45%	14%	6%	41%	15%	5%		Social Studies	52%	21%	10%

Student Achievement Strengths

The data showed students either met or surpassed in MEETS in WRITING AND SOCIAL STUDIES.

The data showed students either met or surpassed in MASTERS IN MATH, READING, WRITING AND SOCIAL STUDIES.

SOCIAL STUDIES surpassed student achievement in APPROACHES, MEETS AND MASTERS from previous year.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): Current English Learners and Sped students are significantly under-performing in all areas. **Root Cause:** Achievement gap exists due to large class size, inexperienced staff, monitoring.

Problem Statement 2 (Prioritized): Decrease in overall STARR scores and student success in reading and math especially in 6 grade. **Root Cause:** Students transitions from 5th to 6th grade on a new campus have struggled and instructional time decreases in 6th grade.

Problem Statement 3 (Prioritized): The standard class time 45 minutes was not enough time for guided reading/comprehension effectively. **Root Cause:** Not enough time in class due to Middle School scheduling.

Problem Statement 4 (Prioritized): Eco.Dis students are significantly under-performing in ELAR and Math. **Root Cause:** Students are not being monitored on a regular basis to close the achievement gap.

Problem Statement 5 (Prioritized): Special Education population usually scores lower than state average. **Root Cause:** Limited individualized instruction.

Problem Statement 6 (Prioritized): The problem is that 8th Reading scores did not show significant growth **Root Cause:** Teachers did not plan with fidelity using district provided resources

Problem Statement 7 (Prioritized): 8th Grade Science scores did not show significant gains. **Root Cause:** Resources are not utilized by all teachers.

Problem Statement 8 (Prioritized): 6th through 8th STAAR scores are below state average. **Root Cause:** Students need individualized learning in small group setting.

Problem Statement 9 (Prioritized): Learning gaps between grade levels **Root Cause:** Inadequate training for teachers

School Culture and Climate

School Culture and Climate Summary

In 2019 Wilson & Young had a turnover rate of 43.75%.

In 2020 Wilson & Young is implementing Relay and CHAMPS in an effort to improve classroom management, school wide systems, structures and the overall positive interaction between students and teachers.

Administrative team was part of Relay training this last summer and were able to take some of the learning and implement some protocals that has helped our culture in our school. We implemneted transitions, hallway expectatons, cafeteria expectations, morning arrival and dismisal. We began the first 5 minute protocal.

We also started coaching teachers using the Relay scritpst.

In 2020-21 APs are getting trained on Relay to help with the implementation of Relay protocals

School Culture and Climate Strengths

In 2020-21 Wilson & Young has 25% new staff. Wilson & Young hired 20 full time/certified teachers in 2020. With the addition of new staff, teacher morale has improved in an effort to begin the new school year on a positive note.

Retention rate for new staff hired in 19-20 was 83%.

Daily PLC were implemented for ELAR and Math in all grades.

Due to campus administrative support, high expectations and campus procedures student interruptions in the classroom decreased.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1 (Prioritized): School-wide routines and procedures were not established or monitored at W&Y. **Root Cause:** Root causes are no

deliberate teaching of routines and procedures were established and there was no monitoring and accountability of students and teachers.

Problem Statement 2: Teachers are unprepared for situations that arise during the school year. **Root Cause:** Some staff view these trainings as simply a "to do" list rather than taking them seriously.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Wilson & Young works with the HR department to recruit highly qualified teachers. Teacher salary is compatible if not higher than other districts. We communicate with alternitive certification programs to help us recruit.

ECISD is part of Odessa Pathway to recruit and train future teachers. District teachers are mentors to the new candidates during the "student teaching". Then we can interview and hire.

Campus procedures are implemented in an effort to improve classroom management, school wide systems, structures and the overall positive interaction between students and teachers.

Staff Quality, Recruitment, and Retention Strengths

The systems that have been put in place have been implemented with fidelity.

Administrative support has been a focus.

The Instructional Specialist are an integral part of helping our teachers adjustment to teaching.

Administrators contact teacher programs to recruit for our open positions.

We implemented Relay Protocals to help and coach new or teachers needing more support as well as setting a positive climate using Relay protocals.

In 2020-21 we will implement Opportunity Culture in 7th grade ELAR which will provide support and coaching.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1 (Prioritized): The number of HQ teachers is declining while the demand for teachers is on the rise. **Root Cause:** Number of teachers in alternative certification is increasing. The lack of certified teachers due to the economy.

Problem Statement 2 (Prioritized): Lack of student performance due to lack of high quality instruction. **Root Cause:** Teachers have not had opportunity for day to day quality coaching.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Core curriculum programs in math and reading have been changed in order to improve student engagement and performance. Students are assessed using STAAR and Short Cycle Assessments (SCAs). Collaborative teams will disaggregate data in PLCs and determine strengths and weaknesses for all student groups in core instructional areas. All core teachers are utilizing TEKS Resource System and Lead 4Ward strategies to maximize student performance.

Curriculum, Instruction, and Assessment Strengths

6th and 7th Grade ELAR/Math will meet daily for PLCS meetings and all other core areas will meet weekly for PLC meetings to disaggregate student data for instructional purposes. After each short cycle assessment, teachers will determine which TEKS will be targeted for improvement in all core subjects. Students needing reteach, remediation or enrichment evaluated and targeted utilizing data drawn for short cycle assessments.

Teach To One (TTO) Math will be implemented to focus on improvement in Math skills for both 6th and 7th Grade Math Students.

In addition Wilson & Young has two Instructional Specialists (IS) to coordinate the focus of PLCs and teaching staff to support our students.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): The lack of structured PLC to plan for fidelity. **Root Cause:** Teachers covering classes during PLC time due to teacher/substitute shortages.

Problem Statement 2 (Prioritized): Students are not engaged during lessons and do not show academic growth **Root Cause:** Not all teachers utilize District provided Unit Overviews

Problem Statement 3 (Prioritized): Teachers are not receiving adequate training regarding diverse learners. **Root Cause:** It is difficult to get teaches to attend training during the summer when they are off contract. During the school year it is difficult to send teachers to PD due to lack of substitutes

Problem Statement 4 (Prioritized): The lack of a daily PLC's in order to plan with fidelity. **Root Cause:** The master schedule will not allow Science

teachers to have a daily PLC

Problem Statement 5 (Prioritized): Reading teachers are not integrating science passages during non fiction units with fidelity. **Root Cause:** Science and Reading teachers are not consistently working together to integrate curriculum

Problem Statement 6 (Prioritized): Reteach is not effective after disaggregating data. **Root Cause:** Data is not utilized effectively to drive instructio

Parent and Community Engagement

Parent and Community Engagement Summary

Wilson and Young promotes family and community involvement through the use of parent portal, the new W&Y website, Facebook, Twitter, Parentlink and Parent Newsletter, VIPS, Booster Clubs, Open House, Parent Nights , Parent/Student Orientations, parent meetings, Fine Arts, concerts and athletic events.

Parent and Community Engagement Strengths

Parental involvement with booster clubs is outstanding and parental involvement is incrementally growing across the board.

Teachers where encouraged to start clubs to help engage students and families after school. (Sign language club, computer club, and chess club)

Title 1 funding has helped get needed supplies to host family nights throughout the year.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): Time constrains on planning and implementation of successful community involvement. **Root Cause:** With time constraints effective planning is difficult.

School Context and Organization

School Context and Organization Summary

Wilson and Young's leadership structure is organized with a principal, 3 assistant principals, department chairs, 2 instructional specialists and teachers/staff. The leadership team consists of all administrators, department chairs and instructional specialists. The decision making process consists of department chairs meeting with teachers and getting input from them on all teaching and learning programs, systems and structures. The input collected is reviewed and vetted by the leadership team in order to make decisions for the campus. The use of RELAY will help with organizational and campus routines. Opportunity culture will be utilized in grade levels to allow coaching to improve instruction.

School Context and Organization Strengths

The Instructional Leadership Team is actively involved in all areas of curriculum and instruction.

Relay and Opportunity Culture will provide teachers support.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: The problem is inefficient organizational routines and structures **Root Cause:** Root causes consist of inconsistent implementation of school wide routines and structures, inconsistent expectations for student performance.

Technology

Technology Summary

Wilson and Young has Smart Boards and projectors in all classrooms. Wilson and Young has 17 mobile labs and 5 ipad carts. Returning teachers have been trained in using smart boards for instruction.

W&Y has placed Promethean boards in each of its Science classrooms.

Each student will have access to technology either chromebook/ipad.

Portable classrooms do not have wifi capabilities.

Technology Strengths

Wilson and Young is expecting one to one technology this year. Wilson and Young is using mobile computer labs to implement Teach to One Math and Proximity Learning this school year.

All teachers will utilize google classroom to implement instruciton.

Problem Statements Identifying Technology Needs

Problem Statement 1 (Prioritized): With the increase student population and lack of computers. **Root Cause:** Increase of student population.

Problem Statement 2 (Prioritized): Not all students have access to technology on a basis. **Root Cause:** The number of students exceeds technology available.

Priority Problem Statements

Problem Statement 1: The number of students continue to rise while the number of HQ teachers continues to decrease.

Root Cause 1: The current economy

Problem Statement 1 Areas: Demographics

Problem Statement 3: Current English Learners and Sped students are significantly under-performing in all areas.

Root Cause 3: Achievement gap exists due to large class size, inexperienced staff, monitoring.

Problem Statement 3 Areas: Student Achievement

Problem Statement 4: Decrease in overall STARR scores and student success in reading and math especially in 6 grade.

Root Cause 4: Students transitions from 5th to 6th grade on a new campus have struggled and instructional time decreases in 6th grade.

Problem Statement 4 Areas: Student Achievement

Problem Statement 5: Eco.Dis students are significantly under-performing in ELAR and Math.

Root Cause 5: Students are not being monitored on a regular basis to close the achievement gap.

Problem Statement 5 Areas: Student Achievement

Problem Statement 6: School-wide routines and procedures were not established or monitored at W&Y.

Root Cause 6: Root causes are no deliberate teaching of routines and procedures were established and there was no monitoring and accountability of students and teachers.

Problem Statement 6 Areas: School Culture and Climate

Problem Statement 7: The number of HQ teachers is declining while the demand for teachers is on the rise.
Root Cause 7: Number of teachers in alternative certification is increasing. The lack of certified teachers due to the economy.
Problem Statement 7 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 8: The lack of structured PLC to plan for fidelity.
Root Cause 8: Teachers covering classes during PLC time due to teacher/substitute shortages.
Problem Statement 8 Areas: Curriculum, Instruction, and Assessment

Problem Statement 9: The standard class time 45 minutes was not enough time for guided reading/comprehension effectively.
Root Cause 9: Not enough time in class due to Middle School scheduling.
Problem Statement 9 Areas: Student Achievement

Problem Statement 10: Time constrains on planning and implementation of successful community involvement.
Root Cause 10: With time constraints effective planning is difficult.
Problem Statement 10 Areas: Parent and Community Engagement

Problem Statement 11: With the increase student population and lack of computers.
Root Cause 11: Increase of student population.
Problem Statement 11 Areas: Technology

Problem Statement 12: Not all students have access to technology on a basis.
Root Cause 12: The number of students exceeds technology available.
Problem Statement 12 Areas: Technology

Problem Statement 13: Lack of student performance due to lack of high quality instruction.
Root Cause 13: Teachers have not had opportunity for day to day quality coaching.
Problem Statement 13 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 14: Special Education population usually scores lower than state average.
Root Cause 14: Limited individualized instruction.
Problem Statement 14 Areas: Student Achievement

Problem Statement 15: The problem is that 8th Reading scores did not show significant growth
Root Cause 15: Teachers did not plan with fidelity using district provided resources
Problem Statement 15 Areas: Student Achievement

Problem Statement 16: 8th Grade Science scores did not show significant gains.
Root Cause 16: Resources are not utilized by all teachers.
Problem Statement 16 Areas: Student Achievement

Problem Statement 17: Our STAAR scores in 6th grade Reading and Math are declining.
Root Cause 17: The number transitions that the students are encountering. Our ELL students are transitioning from Spanish to English based test.
Problem Statement 17 Areas: Demographics

Problem Statement 18: 6th through 8th STAAR scores are below state average.
Root Cause 18: Students need individualized learning in small group setting.

Problem Statement 18 Areas: Student Achievement

Problem Statement 19: Students are not engaged during lessons and do not show academic growth

Root Cause 19: Not all teachers utilize District provided Unit Overviews

Problem Statement 19 Areas: Curriculum, Instruction, and Assessment

Problem Statement 20: Reteach is not effective after disaggregating data.

Root Cause 20: Data is not utilized effectively to drive instructio

Problem Statement 20 Areas: Curriculum, Instruction, and Assessment

Problem Statement 21: Reading teachers are not integrating science passages during non fiction units with fidelity.

Root Cause 21: Science and Reading teachers are not consistently working together to integrate curriculum

Problem Statement 21 Areas: Curriculum, Instruction, and Assessment

Problem Statement 22: The lack of a daily PLC's in order to plan with fidelity.

Root Cause 22: The master schedule will not allow Science teachers to have a daily PLC

Problem Statement 22 Areas: Curriculum, Instruction, and Assessment

Problem Statement 23: Teachers are not receiving adequate training regarding diverse learners.

Root Cause 23: It is difficult to get teaches to attend training during the summer when they are off contract. During the school year it is difficult to send teachers to PD due to lack of substitutes

Problem Statement 23 Areas: Curriculum, Instruction, and Assessment

Problem Statement 24: Learning gaps between grade levels

Root Cause 24: Inadequate training for teachers

Problem Statement 24 Areas: Student Achievement

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Student Success Initiative (SSI) data for Grades 5 and 8
- State-developed online interim assessments

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
  Career and Technical Education (CTE), including coherent sequence coursework aligned with the industry-based certifications, program growth and

student achievement by race, ethnicity, and gender data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- School safety data

Employee Data

- State certified and high quality staff data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- TTESS data
- T-PESS data

Goals

Goal 1: Foundational Excellence: ECISD will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 1: W&Y will ensure efficient systems are in place to increase productivity to meet the needs of all that we serve.

Strategy 1: Daily PLC will implement in 6th-8th grade ELAR and Math

Strategy's Expected Result/Impact: Alignment with planning which in turn increase student performance

Staff Responsible for Monitoring: Administration, IS, and MCL

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

Funding Sources: None

ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction

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Performance Objective 2: W&Y will provide differentiated processes for academically priority campuses.

Strategy 1: Plan and implement effective transitions for 5th grade to maintain academic learning and support the social-emotional learning of students.

Strategy's Expected Result/Impact: Smooth transition to the next grade level

Staff Responsible for Monitoring: Administration, Counselors, Department Chairs,

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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Performance Objective 3: W&Y will embed technology for anytime, anywhere teaching and learning.

Strategy 1: Provide teachers with the tools necessary to embed technology in lessons both face to face and remotely.

Strategy's Expected Result/Impact: Every teacher and student will participate in Google Classroom.

Staff Responsible for Monitoring: Administrators, IS, MCL, Department Chairs

Title I Schoolwide Elements: None

TEA Priorities: None

ESF Levers: None

Problem Statements:
Technology 2

Funding Sources:
None

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Technology

Problem Statement 2: Not all students have access to technology on a basis. **Root Cause:** The number of students exceeds technology available.

Performance Objective 4: W&Y will provide a rigorous, relevant and engaging curriculum

Strategy 1: Teacher will create rigorous lessons using District provided Unit Overviews.

Strategy's Expected Result/Impact: Increase student engagement and growth, MAP growth

Staff Responsible for Monitoring: Administrators, MCL, IS, teachers

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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Performance Objective 5: Wilson & Young will provide and safe and supportive school environment

Strategy 1: Teachers will complete annual Safe Schools training including new trainings throughout the year such as COVID 19 training, attend Ethics and Sexual Harassment training, and receive trauma informational training.

Strategy's Expected Result/Impact: Students and teachers will have a safe environment that is conducive to learning.

Staff Responsible for Monitoring: Administrators, Department Chairs, IS

Title I Schoolwide Elements: None

TEA Priorities: None

ESF Levers: None

Problem Statements:
School Culture and Climate 1

Funding Sources:
None

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School Culture and Climate

Problem Statement 1: School-wide routines and procedures were not established or monitored at W&Y. **Root Cause:** Root causes are no deliberate teaching of routines and procedures were established and there was no monitoring and accountability of students and teachers.

Performance Objective 6: Annual student will increase from 93.9 to 95%

Targeted or ESF High Priority

Evaluation Data Sources: Weekly attendance and drop out dashboard from Scott Randolph (COC/SAS)

Summative Evaluation: None

Strategy 1: W&Y will monitor student attendance through the Attendance Clerks and make contact with parents of students with attendance problems.

Strategy's Expected Result/Impact: Strategy's expected results are an increased awareness by parents of students with attendance issues and improved attendance rates for students.

Staff Responsible for Monitoring: None

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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Strategy 2: W&Y will provide attendance incentives for students each six weeks.

Strategy's Expected Result/Impact: Improve student attendance to 95%

Staff Responsible for Monitoring: Attendance clerks, Administration, Discipline Clerk, SAS Counselor

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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Goal 2: Invest in Talent: ECISD will recruit, develop and retain highly-effective individuals who are invested in looking at tomorrow to inform their practices today.

Performance Objective 1: In 2020-21, ECISD will offer a job-embedded, personalized professional learning system for teachers and administrators.

Evaluation Data Sources: Learning Management System (LMS)
Employee Performance Evaluations
Staff Retention Rates
Eduphoria STRIVE
Staff Exit Survey Data

Summative Evaluation: None

Strategy 1: Each campus administrator will conduct a minimum of 5 documented walk throughs and/or observation/feedback meetings per week.

Strategy's Expected Result/Impact: Improved classroom instruction which will result in increased student performance

Staff Responsible for Monitoring: Administrators

Title I Schoolwide Elements: None

TEA Priorities: None

ESF Levers: None

Problem Statements:
Staff Quality, Recruitment, and Retention 2

Funding Sources:
None

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Strategy 2: Utilize Opportunity Culture to extend the reach of excellent teachers and their teams during 2020-2021.

Strategy's Expected Result/Impact: Improved classroom instruction which will result in increased student performance

Staff Responsible for Monitoring: Administrators, IS, MCL

Title I Schoolwide Elements: None

TEA Priorities: None

ESF Levers: None

Problem Statements:
Staff Quality, Recruitment, and Retention 2

Funding Sources:
None

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Staff Quality, Recruitment, and Retention

Problem Statement 2: Lack of student performance due to lack of high quality instruction. **Root Cause:** Teachers have not had opportunity for day to day quality coaching.

Performance Objective 2: The campus teacher retention will increase from ___43____ % to ___84___ % in 2020 to ___90____2021

Evaluation Data Sources: TAPR Report

Summative Evaluation: None

Strategy 1: Relay will be used to coach, support, and grow teachers in the classrooms.

Strategy's Expected Result/Impact: Retain and grow highly effective teachers in the classroom which in turn will result in student success

Staff Responsible for Monitoring: Administration team, Relay team, MCL, IS, TRT

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: None

TEA Priorities: Improve low-performing schools

Funding Sources: None

ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction

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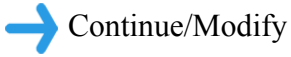
No Progress Accomplished  Continue/Modify Discontinue

Goal 3: Learning Journey: ECISD will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.

Performance Objective 1: ECISD will implement innovative instructional models which enable personalized learning for all students.

Targeted or ESF High Priority

Evaluation Data Sources: None

Summative Evaluation: None

Strategy 1: Wilson & Young will utilize K-12 Summit to increase language acquisition in our ELs

Strategy's Expected Result/Impact: Increase scores in TELPAS and/or exit the ESL program

Staff Responsible for Monitoring: Administration team, teachers, ESL facilitator/aides

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: None

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

Funding Sources: None

ESF Levers: Lever 5: Effective Instruction

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Strategy 2: Wilson & Young will use Imagine Math/Reading to scaffold individual student learning

Strategy's Expected Result/Impact: Close that gap in reading and math

Staff Responsible for Monitoring: Administration team, teachers, IS

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: None

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

Funding Sources: None

ESF Levers: Lever 5: Effective Instruction

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Strategy 3: Wilson & Young will use Brain Child to scaffold the learning in our special education population

Strategy's Expected Result/Impact: Close the gap in math and reading in our special education students

Staff Responsible for Monitoring: Administration team, special ed teachers, teachers

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: None

Problem Statements:
Student Achievement 5

Funding Sources:
None

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Strategy 4: Wilson & Yong will use the Laying the Foundation curriculum for our Honors/GT students

Strategy's Expected Result/Impact: Differentiate instruction to ensure the students meets, masters, or maintain the grade level expectations.

Staff Responsible for Monitoring: Administration team, GT department, teachers, IS

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Problem Statements: None

Funding Sources:
None

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Student Achievement

Problem Statement 5: Special Education population usually scores lower than state average. **Root Cause:** Limited individualized instruction.

Performance Objective 2: Social workers and specialists will provide interventions to help remove barriers to school attendance and success. COC staff will provide direct interventions to 70% of parents of students with 10 or more unexcused absences and those students on the drop out list. Interventions will be documented in Eduphoria.

Strategy 1: Continue the work of the Balance Literacy Framework

Strategy's Expected Result/Impact: Increase the "meets" percentage in Reading in the STAAR test

Staff Responsible for Monitoring: Administration team, teachers, IS, MCL, TRT

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: None

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

Funding Sources: None

ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

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Performance Objective 3: 6th grade reading "meets" percentage will increase from 20 % 2019 to 25 % as measured by 2021 STAAR

Evaluation Data Sources: None

Summative Evaluation: None

Strategy 1: W&Y continue to implement the Balanced Literacy Framework.

Strategy's Expected Result/Impact: Increase the Meets percentage in Reading on the STAAR test.

Staff Responsible for Monitoring: Administration team, teachers, IS,

Title I Schoolwide Elements: None

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements:
Student Achievement 3
Curriculum, Instruction, and Assessment 1

Funding Sources:
None

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Strategy 2: W&Y will continue block scheduling in 6th-grade reading allowing for more teaching time in the ELAR classroom.

Strategy's Expected Result/Impact: Growth in Reading and a higher percentage of Meets on STAAR

Staff Responsible for Monitoring: Administration team, teachers, IS.

Title I Schoolwide Elements: None

TEA Priorities: None

ESF Levers: Lever 5: Effective Instruction

Problem Statements:
Student Achievement 3
Curriculum, Instruction, and Assessment 6

Funding Sources:
None

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Student Achievement

Problem Statement 3: The standard class time 45 minutes was not enough time for guided reading/comprehension effectively. **Root Cause:** Not enough time in class due to Middle School scheduling.

Curriculum, Instruction, and Assessment

Problem Statement 1: The lack of structured PLC to plan for fidelity. **Root Cause:** Teachers covering classes during PLC time due to teacher/substitute shortages.

Problem Statement 6: Reteach is not effective after disaggregating data. **Root Cause:** Data is not utilized effectively to drive instructio

Performance Objective 4: 6th grade math "meets" percentage will increase from 19 % 2019 to 24 % as measured by 2021 STAAR

Evaluation Data Sources: None

Summative Evaluation: None

Strategy 1: W&Y will continue to implement TTO in 6th Math and implement TTO in 7th grade math this year.

Strategy's Expected Result/Impact: Increase the Meets percentage in Math on the STAAR test.
Implement a constructive PLC process in which teachers engage in effective processes.

Staff Responsible for Monitoring: Administration team, IS, Teachers

Title I Schoolwide Elements: None

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Problem Statements:
Student Achievement 9

Funding Sources:
None

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Strategy 2: W&Y will continue block scheduling in 6th-grade Math allowing for more teaching time in the Math classroom.

Strategy's Expected Result/Impact: Growth in Math and a higher percentage of Meets on STAAR

Staff Responsible for Monitoring: Administration team, IS, teachers

Title I Schoolwide Elements: None

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Problem Statements:
Curriculum, Instruction, and Assessment 4

Funding Sources:
None

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Strategy 3: Math teachers will have a daily PLC to disaggregate data, plan, and discuss next steps.

Strategy's Expected Result/Impact: Target needed skills to increase student performance

Staff Responsible for Monitoring: Administration team, IS, teachers

Title I Schoolwide Elements: None

TEA Priorities: None

ESF Levers: None

Problem Statements:
Curriculum, Instruction, and Assessment 4

Funding Sources:
None

Formative
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Summative
May

 No Progress Accomplished Continue/Modify Discontinue

Student Achievement

Problem Statement 9: Learning gaps between grade levels **Root Cause:** Inadequate training for teachers

Curriculum, Instruction, and Assessment

Problem Statement 4: The lack of a daily PLC's in order to plan with fidelity. **Root Cause:** The master schedule will not allow Science teachers to have a daily PLC

Performance Objective 5: 8th grade reading "meets" percentage will increase from 33 % 2019 to 43 % as measured by 2021 STAAR

Evaluation Data Sources: None

Summative Evaluation: None

Strategy 1: 8th grade ELAR will have PLC times to disaggregate data, plan, and discuss next steps.

Strategy's Expected Result/Impact: Target needed skills to increase student performance

Staff Responsible for Monitoring: Administration team, IS, teachers

Title I Schoolwide Elements: None

TEA Priorities: None

ESF Levers: None

Problem Statements:
Student Achievement 6
Curriculum, Instruction, and Assessment 1

Funding Sources:
None

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Student Achievement

Problem Statement 6: The problem is that 8th Reading scores did not show significant growth **Root Cause:** Teachers did not plan with fidelity using district provided resources

Curriculum, Instruction, and Assessment

Problem Statement 1: The lack of structured PLC to plan for fidelity. **Root Cause:** Teachers covering classes during PLC time due to teacher/substitute shortages.

Performance Objective 6: 8th grade Math "meets" percentage will increase from 11 % 2019 to 22% as measured by 2021 STAAR

Evaluation Data Sources: None

Summative Evaluation: None

Strategy 1: 8th grade Math will have PLC times to disaggregate data, plan, and discuss next steps.

Strategy's Expected Result/Impact: Target needed skills to increase student performance

Staff Responsible for Monitoring: Administration team, IS, teachers

Title I Schoolwide Elements: None

TEA Priorities: None

ESF Levers: None

Problem Statements:
Student Achievement 9
Curriculum, Instruction, and Assessment 6

Funding Sources:
None

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Student Achievement

Problem Statement 9: Learning gaps between grade levels **Root Cause:** Inadequate training for teachers

Curriculum, Instruction, and Assessment

Problem Statement 6: Reteach is not effective after disaggregating data. **Root Cause:** Data is not utilized effectively to drive instructio

Performance Objective 7: 8th grade science "meets" percentage will increase from 31% 2019 to 36 % as measured by 2021 STAAR

Evaluation Data Sources: None

Summative Evaluation: None

Strategy 1: W&Y teachers will utilize data to plan targeted intervention.

Strategy's Expected Result/Impact: Students scores in science will increase in STAAR

Staff Responsible for Monitoring: Administration team, IS, teachers

Title I Schoolwide Elements: None

TEA Priorities: None

ESF Levers: None

Problem Statements:
Curriculum, Instruction, and Assessment 4

Funding Sources:
None

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 No Progress Accomplished Continue/Modify Discontinue

Curriculum, Instruction, and Assessment

Problem Statement 4: The lack of a daily PLC's in order to plan with fidelity. **Root Cause:** The master schedule will not allow Science teachers to have a daily PLC

Performance Objective 8: 8th grade Algebra "meets" percentage will increase from 53 % 2019 to 63 % as measured by 2021 STAAR

Evaluation Data Sources: None

Summative Evaluation: None

Strategy 1: Teachers will attend district Inspire calculator training.

Strategy's Expected Result/Impact: Students will correctly utilize functions on the Inspire calculator for increased scores on EOC.

Staff Responsible for Monitoring: Administrators, IS, Math Department Chair

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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Mar	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 9: The percentage of students that Met Standard on all subject/grades tested will increase from 24% to 29% as measure by the 2021 STAAR assessment.

Evaluation Data Sources: None

Summative Evaluation: None

Strategy 1: To increase instructional time, 90 minute blocks will be built into the master schedule for 6th and 7th grade math and English.

Strategy's Expected Result/Impact: Improved student achievement on district assessments and STAAR.

Staff Responsible for Monitoring: Administrators, Leadership team

Title I Schoolwide Elements: None

TEA Priorities: None

ESF Levers: None

Problem Statements:
Student Achievement 3, 9

Funding Sources:
None

Formative
Oct
Jan
Mar
Summative
May

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Student Achievement

Problem Statement 3: The standard class time 45 minutes was not enough time for guided reading/comprehension effectively. **Root Cause:** Not enough time in class due to Middle School scheduling.

Problem Statement 9: Learning gaps between grade levels **Root Cause:** Inadequate training for teachers

Performance Objective 10: The percent of students meeting or exceeding the growth target will increase form 56% 2019 STAAR to 61% as measured by 2021 STAAR assessment.

Evaluation Data Sources: None

Summative Evaluation: None

Strategy 1: W&Y will use data driven instruction to more effectively plan, teach, and reteach.

Strategy's Expected Result/Impact: Improved student achievement on district assessments and STAAR.

Staff Responsible for Monitoring: Administrators, IS, MCL, TRT

Title I Schoolwide Elements: None

TEA Priorities: None

ESF Levers: None

Problem Statements:
Curriculum, Instruction, and Assessment 6

Funding Sources:
None

Formative
Oct
Jan
Mar
Summative
May

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Curriculum, Instruction, and Assessment

Problem Statement 6: Reteach is not effective after disaggregating data. **Root Cause:** Data is not utilized effectively to drive instructio

State Compensatory

Budget for Wilson & Young Middle School

Account Code	Account Title	Budget
6100 Payroll Costs		
164-11-00-45-6119	6119 Salaries or Wages - Teachers and Other Professional Personnel	$100,000.00
	6100 Subtotal:	**$100,000.00**

Personnel for Wilson & Young Middle School

Name	Position	Program	FTE
Daisy Gonzales	Communities in Schools	Liaison	
Stephanie Evans	Dyslexia Teacher	Dyslexia	
Teresa Porath	SAS Counselor	Counselor	

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

The comprehensive needs assessment was completed August 27, 2019, with input continuing from key stakeholders. The campus improvement team approved the CNA with the following focus for Title 1:

$5,000 for Jarrett Social Studies Resource

Teach to One Math-$22,000

5 TV's to use in TTO math classes to help with instruction-$2500

Parent Engagement-Family Nights-$2857.00

Admin Professional Development-$13,000.00

Counselor Professional Development-$1500.00

Teacher Professional Development-$15,000

Title I Budget-74,329.00

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

Stakeholders include Dept Chairs, teachers, Administrators, Counselors, campus feedback and parent involvement is ongoing and was approved by campus improvement team.

2.2: Regular monitoring and revision

The school wide plan will be monitored quarterly with meetings scheduled for October, December, February, and April.

2.3: Available to parents and community in an understandable format and language

Parent Meeting planning following district related time lines will be posted to our website, parent link, social media, and progress reports in a language and format that parents understand.

2.4: Opportunities for all children to meet State standards

- RELAY
- Champs
- Block Scheduling
- Middle School education networking
- Scheduling PLC
- Teach TO One
- imagine Math
- AVID Excel

2.5: Increased learning time and well-rounded education

Wilson and Young will block core areas in targeted grade levels. Extended day tutoring and individualized scheduling will maximize learning time and well-rounded education.

2.6: Address needs of all students, particularly at-risk

Wilson and Young will block core areas in targeted grade levels. Extended day tutoring and individualized scheduling will maximize learning time and well-rounded education.

PLCs will meet daily to address the needs of all students, particularly those at-risk.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

Parent Engagement Policy and Compact will be developed and disseminated at parents by the end of October.

Both documents will focus on student achievement and parent involvement.

The documents will be distributed during Open House, parent events, and sent home with each student.

3.2: Offer flexible number of parent involvement meetings

Parent engagement meetings are scheduled throughout the year and parent link notification will be sent to invite parents to participate.

Flexible parent involvement meetings include:

Meet your Teacher Night

Orientation for all new students

Fine Arts performances

Family Nights (math, science, reading)

Volunteer program

Title I Personnel

Name	Position	Program	FTE
Daisy Gonzales	Community in Schools	Liaison	
Stephanie Evans	Teacher	Dyslexia	
Teresa Porath	SAS Counselor	Counselor	

Campus Funding Summary

Addendums

Ector County Independent School District

New Tech Odessa High School

Improvement Plan

2020-2021

Accountability Rating: Not Rated: Declared State of Disaster

Distinction Designations:
Academic Achievement in English Language Arts/Reading
Academic Achievement in Social Studies
Top 25 Percent: Comparative Closing the Gaps
Postsecondary Readiness

Board Approval Date: August 25, 2020
2020

Public Presentation Date: August 25, 2020

Mission Statement

"Our mission at New Tech Odessa is to develop learners who are college-ready, digitally literate, globally competent, and prepared to compete, connect, and cooperate with the rest of the world through an educational experience grounded in design and innovative thinking."

Vision

"To equip learners with academic and personal skills for college and career readiness through collaboration and meaningful work."

Core Beliefs

Trust, Respect, & Responsibility

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- Goal 1 : Foundational Excellence: ECISD will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices. 52
- Goal 2 : Invest in Talent: ECISD and NTO will recruit, develop and retain highly-effective individuals who are invested in looking at tomorrow to inform their practices today. 65
- Goal 3 : Learning Journey: ECISD and NTO will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society. 69

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Comprehensive Needs Assessment

Revised/Approved: August 25, 2020

Needs Assessment Overview

Based on the data discussed in this needs assessment, the following programs and services will be offered at NTO:

Extended Year Services
Special Education Additives/ Stipends
Special Education Teachers
Speech Pathologists
Occupational Therapist
OT/PT Assistants
Special education instructional support staff
Furniture & equipmentsuch as gases, welding rods, metal, etc.
Teaching Materials
CTE Textbooks: Replacement of outdated equipment such as computers, printers, 3D printers, aerospace equipment, etc.
Software
Teacher & Student Travel such as Career & Technical Student Organization (CTSO) travel such as BPA, SkillsUSA, FFA, and FCCLA
Fees & Dues for things like PD
Certifications & Licensures Fees (for students)
Princeton Review Teacher and Materials
AP Exams
PSAT 8/9, PSAT-NMSQT, SAT SCHOOL DAY
Instructional Leadership of program
Decathlon Participation
TRAC Program: Student Pregnancy/Parent Services
Odyssey Ware: Credit Recovery
Summer Remediation for STAAR/EOC recovery: Targeted grades

Extended Year Services
At Risk Tutoring
Classworks
Literacy Initiatives for reading and math
Core Teacher Professional Development for at risk strategies
TAKS/EOC Course Remediation Teacher
ESL Specialist
Community Outreach Services
CCF's at high school campuses
Drop Out Prevention Counselors (SAS counselors)
Teacher Professional Development & Support
Classroom Materials
AVID Summer Institute
AVID Membership Fees
AVID tutors
AVID supplies and materials
AVID training
APIB Teachers
AVID College Field Trips
AVID teachers/ coordinator

Demographics

Demographics Summary

51.9George H.W. Bush New Tech Odessa (NTO) is an all-academic college prep high school, grades 9th-12th. NTO accepts enrollment from all six middle schools in the Ector County Independent School District (ECISD). Learners also come from private, charter, and home schooling. All sub-populations are represented on our campus since we are a microcosm of the ECISD community. The student population of NTO is **363** students. Due to current economic conditions, exactly **30.58%** of our student population is identified as economically disadvantaged (Free Lunch - **25.62%** and Reduced Lunch - **4.96%**). NTO has a high percentage of Hispanic students, about **76.31%**. NTO's white population comes in second with about **18.73%**. African Americans are low in numbers, approximately **1.93%**. NTO also has **1.65%** Asian and **1.38%**
of two or more races. When it comes to gender population, NTO students are at **43.25%** male and female **56.7%** females. NTO's at risk population is **45 .18%**. NTO's English Learners (ELs) population is at **6.34%**. NTO has a high special population percentage based on total campus enrollment. Approximately **3.31%** of our student population receive special population services. NTO's G/T population is at **21.49%**. NTO's CTE population is at **75.21%**. NTO's migrant population is at **0%**. NTO's homeless population is at **2.2%**. Since it's opening, the NTO student body representation has remained consistent.

Incoming freshman enrollment has consistently increased every year since NTO opened its doors in 2011. Due to high academic expectations and project-based learning instructional approach, we see a decline in our junior (11th Grade) enrollment by a decrease of 10 - 15%. At this level, learners are expected to take advanced courses such as AP and Dual Credit.

As a district, enrollment at every school has increased drastically within the last 5 years. Students from across the state and country are moving into the area even with the economic downturn. At NTO, the administration and staff are intentional in creating a strong campus culture that supports academic and behavioral expectations in order to create a positive learning environment. NTO has strong systems and structures in place to support our instructional approach of project-based learning. At this time, we do not have a migrant student population represented.

Because of our emphasis on college and career readiness and student centered instructional approach, dropout rates are low and completions rates are high. At the conclusion of the 2019-20 school year, NTO had a **100%** graduation rate.

The district and campus use state indicators to identify at risk students. NTO uses data and samples of learner work to identify students who are struggling academically or behaviorally. Instructional programs such as the Odyssey Ware Credit Recovery Program and an academic enrichment course are utilized to support these learners academically.

Identified special education students at NTO were identified as needing special education services in either elementary or middle school. We have had few special education referral requests. At NTO, special education learners consistently show progress both socially and academically and typically want to remain at the campus. Project-based learning supports and differentiates the learning needs of young people and assists in addressing learning gaps. This is due to student centered instruction, hands on learning opportunities, and the expectation of collaboration among learners.

Attendance rates at NTO hold steadily above the district at **95.9%** (2019-20) due to the high level of accountability and engagement. We follow the district guidelines and procedures in accounting for absences and tardiness. Project based learning encourages high levels of collaboration with both learners and staff, and results in fewer absences since learners are expected to contribute to their team regularly.

Our teachers use best practices and strategies in the classroom to support ELs. Projects are planned with heavy scaffolding. SIOP training is a requirement for all our teachers.

Regarding student-to-teacher ratio, the district ratio is set at **17:1**. The student-to-teacher ratio at NTO is approximately **15:1**. The average years of experience of teachers at the campus is **6.5 years**, with most of the teachers having 0-5 years of experience in the teaching field.

Eco. Dis. and Other

2019-20	**NTO**	District	State
Eco. Dis.	**30.58%**	TBD (TAPR)	TBD (TAPR)
Non-Educ. Dis..	**69.42%**	TBD (TAPR)	TBD (TAPR)
EL	**6.38%**	TBD (TAPR)	TBD (TAPR)
Student with Dis. Place.	**1.2%**	TBD (TAPR)	TBD (TAPR)
At-Risk	**45.18%**	TBD (TAPR)	TBD (TAPR)
Special Education	**3.31%**	TBD (TAPR)	TBD (TAPR)

Eco. Dis. and Other

2018-19	**NTO**	District	State
Eco. Dis.	**36.7%**	56.4%	60.6%
Non-Educ. Dis..	**63.3%**	43.6%	39.4%
EL	**4.7%**	18.6%	19.4%
Student with Dis. Place.	**1.2%**	2.0%	1.4%
At-Risk	**51.9%**	57.4%	50.1%
Special Education	**6.7%**	8.6%	9.6%

Eco. Dis. and Other

2017-18	**NTO**	District	State

Eco. Dis. and Other

Eco. Dis.	**31.80%**	51%	58.80%
Non-Educ. Dis..	**68.20%**	49%	41.20%
EL	**2.40%**	17.10%	18.80%
Student with Dis. Place.	**0.30%**	1.60%	1.30%
At-Risk	**58%**	57.40%	50.80%
Special Education	**3%**	N/A	N/A

Eco. Dis. and Other

2016-17	**NTO**	District	State
Eco. Dis.	**36.10%**	55.30%	59%
Non-Educ. Dis..	**63.90%**	44.70%	41%
EL	**3.40%**	16.70%	18.90%
Student with Dis. Place.	**0.90%**	1.60%	1.40%
At-Risk	**51.70%**	57.80%	50.30%
Special Education	**3%**	N/A	N/A

Eco. Dis. and Other

2015-16	**NTO**	District	State
Eco. Dis.	**33.10%**	51.70%	59%
Non-Educ. Dis..	**66.90%**	48.30%	41%
EL	**3.30%**	16.50%	18.50%
Student with Dis. Place.	**0.60%**	1.60%	1.40%
At-Risk	**54.10%**	58.20%	50.10%
Special Education	**N/A**	N/A	N/A

Eco. Dis. and Other

2014-15	**NTO**	District	State
Eco. Dis.	**38.70%**	48.10%	58.80%
Non-Educ. Dis..	**61.30%**	51.90%	41.20%
EL	**2.70%**	16.10%	18.20%
Student with Dis. Place.	**1.40%**	1.40%	1.50%
At-Risk	**59.80%**	61.90%	51.20%
Special Education	**N/A**	N/A	N/A

Ethnic Distribution

2019-20	**NTO**	District	State
African American	**1.93%**	TBD (TAPR)	TBD (TAPR)
Hispanic	**76.31%**	TBD (TAPR)	TBD (TAPR)
White	**18.73%**	TBD (TAPR)	TBD (TAPR)
American Indian	**0%**	TBD (TAPR)	TBD (TAPR)
Asian	**1.65%**	TBD (TAPR)	TBD (TAPR)
Pacific Islander	**0%**	TBD (TAPR)	TBD (TAPR)
2 or More Races	**1.38%**	TBD (TAPR)	TBD (TAPR)

Ethnic Distribution

2018-19	**NTO**	District	State
African American	**1.9%**	3.9%	12.6%
Hispanic	**74.2%**	76.3%	52.6%
White	**20.6%**	17.3%	27.4%
American Indian	**0%**	0.3%	0.4%
Asian	**1.4%**	0.9%	4.5%
Pacific Islander	**0%**	0.3%	0.2%
2 or More Races	**1.9%**	1.1%	2.4%

Ethnic Distribution

2017-18	**NTO**	District	State
African American	**2.10%**	3.90%	12.60%
Hispanic	**71.20%**	75.50%	52.40%
White	**22.80%**	18.20%	27.80%
American Indian	**0%**	0.30%	0.40%
Asian	**2.40%**	0.90%	4.40%
Pacific Islander	**0%**	0.30%	0.01%
2 or More Races	**1.50%**	1%	2.30%

Ethnic Distribution

2016-17	**NTO**	District	State
African American	**2%**	3.90%	12.60%
Hispanic	**66.70%**	75.10%	52.40%
White	**27.20%**	18.60%	28.10%
American Indian	**0%**	0.30%	0.40%
Asian	**3.10%**	0.90%	0.40%
Pacific Islander	**0%**	0.20%	0.10%
2 or More Races	**1%**	1%	2.20%

Ethnic Distribution

2015-16	**NTO**	District	State
African American	**1.30%**	3.90%	12.6
Hispanic	**61.60%**	74.90%	52.20%
White	**33.40%**	18.90%	28.50%
American Indian	**0.30%**	0.30%	0.40%
Asian	**2.30%**	0.90%	4%
Pacific Islander	**0%**	0.20%	0.10%
2 or More Races	**1%**	0.90%	2.10%

Ethnic Distribution

2014-15	**NTO**	District	State
African American	**2.40%**	3.80%	12.60%
Hispanic	**57.60%**	73.70%	52%
White	**36.90%**	20.10%	28.90%
American Indian	**0.30%**	0.30%	0.40%
Asian	**0.90%**	0.90%	3.90%
Pacific Islander	**0%**	0.20%	0.10%
2 or More Races	**1.80%**	1%	2%

References:

McCoy, Kenneth. “Texas Academic Performance Reports.” The Texas Education Agency, December 18, 2018. https://tea.texas.gov/perfreport/tapr/index.html

OnData Suite. (n.d.). Retrieved August 20, 2020, from https://126903.ondata.esc11.net/index.php/gate/login/

Demographics Strengths

NTO has a strong emphasis of college and career readiness. This is done through the continuous support of the New Tech Network (NTN). NTN is a national network of schools who utilize project based learning, college readiness assessments, and other innovative methods of teaching and learning. NTO has a strong cultural foundation of trust, respect, and responsibility. NTO's campus culture intentionally empowers students academically and behaviorally. When it comes to instruction, project-based learning is our primary mode of instruction. Systematically, students are supported with flexible scheduling and a positive environment that welcomes innovation and risk-taking. NTO has a seamless use of technology, there is a 1:1 student laptop (MacbookPro or MacbookAir) assignment. In addition, the learning environment at NTO is set up to support school wide learning outcomes to promote future student success. These learning outcomes include knowledge and thinking, collaboration, written communication, oral communication, and agency.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): For the English II STAAR EOC, 40% of special education students passed during the Spring 2019 administration.
Root Cause: Learners have learning gaps. For some learners, they are going from regular classes to Pre AP classes and eventually AP / Dual Credit classes.

Problem Statement 2 (Prioritized): For the English I STAAR EOC, 40% of special education students received "At Approaches Grade Level or Above" during the Spring 2019 administration. **Root Cause:** Learners are coming from all six middle schools and also other middle school options. Learners are new to project-based learning. Learners in the 8th grade are testing in Reading and not Writing.

Student Achievement

Student Achievement Summary

On the 2019 STAAR EOCs, George H.W. Bush New Tech Odessa (NTO) learner groups achieved **90.8%** "At Approaches Grade Level or Above" standard. The student groups that scored lower on the STAAR EOCs include economically disadvantaged, special education, and ELLs. The difference in achievement between the two groups is due to learning gaps and small sample sizes of the mentioned learner populations.

Special education and ELs have the lower percentages under "At Approaches Grade Level or Above" and "Meets Grade Level." On average for all five EOCs, Special educations learners scored a **61.75%** on "approaches grade level." On average for all five EOCs, ELs scored a **80.75%** on "approaches grade level." These sub-populations also had the lower numbers for closing gaps and meeting growth expectations. These special populations also have the lower performance rates and participation rates.

Trends in the several years have demonstrated improvement in all areas and in all grade levels at NTO. Learners are instructed with focus on five school wide learning outcomes that the New Tech Network (NTN) model believes are building blocks for necessary 21st Century skills. These learning outcomes include knowledge and thinking, collaboration, written communication, oral communication, and agency.

Overall and as common across the state, areas of lowest performance are in both English I and English II STAAR EOCs. Learners bring an array of writing and reading gaps. NTO uses project-based learning to close the learning gaps as well as provide enrichment for all learners. Students on these assessments scored the lowest on Reporting Category 4, Writing Composition. On average for the 2018 English I and II STAAR EOCs, learners made a **9.8** out of a possible **16** points.

Individual student needs are identified by continuous evaluation of student work by teachers. NTO also uses frequent formative and summative assessments as required in 100% of the classrooms (non-negotiable elements of project-based learning). Teachers at NTO utilize the model of Professional Learning Communities (PLCs) to frequently look at appropriate interventions, monitor instruction, and adjust as needed. NTO's special education learners tend to score lower than the rest of the student population but demonstrate growth over time. As is with all learners, special education and other special population learners are enrolled in rigorous and demanding Honors (formerly Pre AP), AP, and/or Dual Credit core classes. The philosophy of the campus is that all learners can learn at higher levels and be successful when encouraged and supported.

NTO accepts learners who may need reinforcements and additional instructional support in academics and socially. When learners are not successful, teachers provide additional tutorials and workshops before and after school to lend their support. Teachers also meet with learners by appointment. Classroom projects include multiple opportunities for heavily scaffolded instruction as well as peer tutoring for learners. NTO has a full time special education case manager who frequently monitors effective and appropriate implementation of learner IEP and ensures learners are receiving all allowable accommodations.

State Accountability Rating

Overall	90 / A
Domain I - Student Achievement	90 / A
Domain II - School Progress	87 / A
Domain III - Closing the Gaps	90 / A

STAAR EOC Exams

STAAR EOCs (Approaches)

2018-19	**NTO**	District	State
English I	**88%**	52%	68%
English II	**82%**	57%	68%
Algebra I	**87%**	67%	85%
Biology	**98%**	83%	88%
U.S. History	**99%**	90%	93%

STAAR EOCs (Approaches)

2017-18	**NTO**	District	State
English I	**78%**	53%	65%
English II	**84%**	58%	67%
Algebra I	**88%**	68%	83%
Biology	**98%**	83%	87%
U.S. History	**97%**	88%	92%

STAAR EOCs (Approaches)

2016-17	**NTO**	District	State

STAAR EOCs (Approaches)

English I	**76%**	49%	64%
English II	**80%**	54%	66%
Algebra I	**94%**	71%	83%
Biology	**98%**	83%	86%
U.S. History	**99%**	86%	91%

STAAR EOCs (Approaches)

2015-16	**NTO**	District	State
English I	**76%**	53%	65%
English II	**85%**	58%	67%
Algebra I	**88%**	61%	78%
Biology	**84%**	82%	87%
U.S. History	**98%**	88%	91%

STAAR EOCs (Approaches)

2014-15	**NTO**	District	State
English I	**72%**	57%	71%
English II	**78%**	62%	72%
Algebra I	**77%**	64%	81%
Biology	**92%**	83%	91%
U.S. History	**91%**	82%	91%

STAAR EOCs (Meets Grade Level)

2018-19	**NTO**	District	State
English I	**70%**	31%	50%
English II	**63%**	36%	49%
Algebra I	**55%**	30%	61%
Biology	**74%**	46%	62%

STAAR EOCs (Meets Grade Level)

U.S. History	**86%**	61%	73%

STAAR EOCs (Meets Grade Level)

2017-18	**NTO**	District	State
English I	**55%**	30%	44%
English II	**60%**	36%	48%
Algebra I	**33%**	28%	55%
Biology	**74%**	45%	59%
U.S. History	**71%**	58%	70%

STAAR EOCs (Meets Grade Level)

2016-17	**NTO**	District	State
English I	**57%**	27%	43%
English II	*****	34%	45%
Algebra I	**47%**	28%	48%
Biology	**77%**	46%	57%
U.S. History	**76%**	50%	66%

STAAR EOCs (Masters)

2018-19	**NTO**	District	State
English I	**13%**	4%	11%
English II	**6%**	3%	8%
Algebra I	**16%**	12%	37%
Biology	**24%**	11%	25%
U.S. History	**55%**	33%	45%

STAAR EOCs (Masters)

2017-18	**NTO**	District	State
English I	**7%**	2%	7%
English II	**10%**	3%	8%
Algebra I	**14%**	11%	32%
Biology	**20%**	11%	24%
U.S. History	**31%**	28%	40%

STAAR EOCs (Masters)

2016-17	**NTO**	District	State
English I	**12%**	2%	8%
English II	*	2%	6%
Algebra I	**23%**	11%	26%
Biology	**36%**	12%	21%
U.S. History	**41%**	19%	35%

Short Cycle Assessments

English I - 2019-20	Approaches	Meets	Masters
Unit 1	81.03%	56.9%	13.79%
Unit 2A	85.22%	55.65%	15.65%
Unit 2B	82.05%	77.78%	45.3%

English II - 2019-20	Approaches	Meets	Masters
Unit 1	85.56%	71.11%	16.67%
Unit 2B	81.4%	67.44%	20.93%

Algebra I - 2019-20	Approaches	Meets	Masters
Unit 1	92.75%	68.12%	53.62%

Biology - 2019-20	Approaches	Meets	Masters
Unit 2	91.67%	68.18%	29.55%
Unit 3	82.64%	41.32%	5.79%
Unit 4	93.58%	64.22%	26.61%

United States History - 2019-20	Approaches	Meets	Masters
Unit 1	64.00%	26.00%	14.00%

Benchmarks

English I - 2019-20	Approaches	Meets	Masters
Fall	82.61%	73.04%	28.7%

English I - 2019-20	Approaches	Meets	Masters
Spring	74.36%	62.39%	11.97%

English II - 2019-20	Approaches	Meets	Masters
Fall	90.00%	75.56%	26.67%

English II - 2019-20	Approaches	Meets	Masters
Spring	81.25%	75.00%	11.25%

PSAT/NMSQT

PSAT/NMSQT - 10th Grade

October 2018		
Mean	**870**	
Mean EW	**438**	
Mean Math	**432**	
Participation	**92**	
Percentage by Sex	**53% (Female)**	**46% (Female)**

*20% Meet Both Benchmarks *52% Met ERW Benchmark *23% Met Math Benchmark

PSAT/NMSQT - 11th Grade

October 2018		
Mean	**952**	
Mean EW	**494**	
Mean Math	**457**	
Participation	**60**	
Percentage by Sex	**52% (Female)**	**48% (Female)**

*18% Meet Both Benchmarks *67% Met ERW Benchmark *18% Met Math Benchmark

PSAT/NMSQT - 10th Grade

October 2019	
Mean	**907**
Mean EW	**464**
Mean Math	**443**
Participation	**85**
Percentage by Sex	**55% (Female) 45% (Female)**

*20% Meet Both Benchmarks *65% Met ERW Benchmark *26% Met Math Benchmark

PSAT/NMSQT - 11th Grade

October 2019	
Mean	**910**
Mean EW	**468**
Mean Math	**442**
Participation	**77**
Percentage by Sex	**60% (Female)40% (Female)**

*13% Meet Both Benchmarks *52% Met ERW Benchmark *13% Met Math Benchmark

SAT

SAT- 12th Grade

October 2018	
Mean	**941**
Mean EW	**495**
Mean Math	**447**
Participation	**32**

SAT- 12th Grade

Percentage by Sex **75% (Female)** **25% (Female)**

*13% Meet Both Benchmarks *41% Met ERW Benchmark *13% Met Math Benchmark

SAT- 12th Grade

March/ April 2019

Mean	**972**
Mean EW	**501**
Mean Math	**472**
Participation	**60**

Percentage by Sex **52% (Female)** **48% (Female)**

*28% Meet Both Benchmarks *60% Met ERW Benchmark *30% Met Math Benchmark

Advanced Placement

Subject	Score (1)	Score (2)	Score (3)	Score (4)	Score (5)	Total Exams
Calculus AB	3	1	1	0	0	4
English Language and Composition	8	7	5	3	1	24
English Literature and Composition	5	2	1	0	10	8
Macroeconomics	2	2	0	0	10	4
Spanish Language and Culture	0	2	2	5	5	14
United States Government and Politics	1	0	0	0	0	1

Subject	Score (1)	Score (2)	Score (3)	Score (4)	Score (5)	Total Exams
United States History	10	3	3	0	0	16

CCMR

Annual Dropout Rate	State	District	**NTO**
2017-18	1.9%	3.8%	.03
2016-17	1.9%	3.8%	.03

4-Year Longitudinal Rate	State	District	**NTO**
Class of 2018			
Graduated	90.0%	93.7%	92.8%
Graduates, TxCHSE, and Cont	94.3%	89.9%	100%

4-Year Longitudinal Rate	State	District	**NTO**
Class of 2017			
Graduated	89.7%	84.3%	96.7%
Graduates, TxCHSE, and Cont	94.1%	90.1%	96.7%

5-Year Extended Longitudinal Rate Class of 2017	State	District	**NTO**
Graduated	92.0%	88.3%	92.3%
Graduates, TxCHSE, and Cont	93.7%	89.8%	96.9%

5-Year Extended Longitudinal Rate Class of 2016	State	District	**NTO**
Graduated	91.6%	90.4%	94.3%
Graduates, TxCHSE, and Cont	93.4%	91.8%	95.7%

6-Year Extended Longitudinal Rate Class of 2016	State	District	**NTO**
Graduated	92.1%	90.7%	94.3%
Graduates, TxCHSE, and Cont	93.4%	92.0%	95.7%

6-Year Extended Longitudinal Rate Class of 2015	State	District	**NTO**
Graduated	91.8%	90.2%	---
Graduates, TxCHSE, and Cont	93.3%	92.3%	---

4-Year Federal Graduation Rate without Exclusions	State	District	**NTO**
Class of 2018	90.0%	81.6%	91.4%
Class of 2017	89.7%	81.6%	90.6%

RHSP/DAP Graduates (Longitudinal Rate)	State	District	**NTO**
Class of 2018	68.5	70.8%	---
Class of 2017	88.5%	87.0%	97.9%

RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)	State	District	**NTO**
Class of 2018	86.8%	84.2%	96.9%
Class of 2017	85.9%	81.0%	81.0%

College, Career, and Military Ready (Annual Graduates)	State	District	**NTO**
2017-18	65.5%	55.7%	80.3%

References:

McCoy, Kenneth. “Texas Academic Performance Reports.” The Texas Education Agency, December 18, 2018. https://tea.texas.gov/perfreport/tapr/index.html

College Board - SAT, AP, and College Planning Tools. (2020, August 10). Retrieved August 22, 2020, from https://www.collegeboard.org/

Texas Education Agency. (n.d.). School Report Cards. Retrieved August 22, 2020, from https://tea.texas.gov/texas-schools/accountability/academic-accountability/performance-reporting/school-report-cards

Texas Education Agency. (n.d.). Federal Report Cards. Retrieved August 22, 2020, from https://tea.texas.gov/texas-schools/accountability/academic-accountability/performance-reporting/federal-report-cards

Student Achievement Strengths

NTO's strengths include the New Tech Network tenets which include project based learning, the seamless use of technology, and a strong school culture that empowers. NTO teachers are trained in offering interventions and additional support for all learners. NTO teachers are also trained on meeting the needs of special populations which includes special education, ELLs, 504, Homeless, gifted and talented, at risk, and economically disadvantaged learners.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): The lowest area of performance on the English I STAAR EOC was Reporting Category 4 (Writing Composition). NTO scored 61% in this area and the state was at 51%. **Root Cause:** Learners are coming in from middle school with gaps in literacy and writing. Eight graders are testing in Reading and not in Writing. Freshmen are also adjusting from a traditional middle school model into a project-based learning high school.

Problem Statement 2 (Prioritized): The lowest area of performance on the English II STAAR EOC was Reporting Category 4 (Writing Composition). NTO scored 57% in this area and the state was at 44%. **Root Cause:** Writing was strongly emphasized campus wide across content areas, but not targeted on the specific writing style required for the English II EOC at the sophomore level (persuasive).

Problem Statement 3 (Prioritized): NTO was below the district (score of 65) and state (score of 69) average on the English II STAAR EOC for Academic

Growth. NTO scored below both the district and state with a score of63. **Root Cause:** Students are not showing enough growth from English I to English II. We are not meeting the needs of all learners in regards to growth measures. The lowest area of performance on the English II STAAR EOC is Reporting Category 4 (Composition) and Reporting Category 1 (Understanding/Analysis Across Genres).

School Culture and Climate

School Culture and Climate Summary

Learners and staff at George H.W. Bush New Tech Odessa (NTO) commonly describe their school as a safe learning environment. Learners and staff feel included and valued, and they respond well to the engaging approach to teaching and learning. Most teachers at NTO would agree, and they understand the additional work and dedication it requires to implement project based learning as their primary mode of instruction. NTO maintains both high academic and behavioral expectations. NTO's instructional approach of project based learning requires thoughtful planning and heavy scaffolding to assist learners throughout the project based learning process. Evidence of a strong culture is NTO's attendance rates. Attendance rates hold steadily above the district average at **95.9%** (2019-20) due to the high level of accountability and engagement.

Culture Survey - New Tech Network School Culture Survey

October 2019	
School Connectedness	95.5% Positive
Learning Experiences	91.8% Positive
Rules and Discipline Processes	79.6% Positive
Peer Relationships	93.7% Positive
Adult Relationships	92.5% Positive
College and Career Readiness	82.2% Positive

Panorama Staff Survey Results

Spring 2020	Percent Favorable
Staff-Leadership Relationships	96%

Spring 2020	Percent Favorable
School Leadership	93%
Feedback and Coaching	88%
School Climate	86%
Professional Learning	84%
Student Mindset	67%
Grit	62%
Staff-Family Relationships	59%

To support learners who are new to the campus, NTO hosts several events throughout the year. Some examples include the Incoming Freshmen Recruitment Meetings, Incoming Freshmen Celebrations, Summer Game Night, Open House, Culture Week, Culture Day, etc. Learners who are new to the environment are introduced to NTO through a first week learner orientation on campus expectations, technology usage, core values, project based learning, and other items that are relevant to both new and returning learners. These cultural events and processes create a sense of belonging not only for learners but for the staff as well. NTO also has a weekly advisory called Phoenix Ignite in which learners are assigned an advisory facilitator. Phoenix Ignite groups are mixed with underclassmen and upperclassmen, and during this time learners complete relevant activities focused around school needs and culture including social emotional learning (SEL).

At NTO, learners are expected to manage both academically and behaviorally. NTO has three main Core Values; Trust, Respect, and Responsibility. NTO's Core Values are an important part of learner and staff member's daily conversations and interactions.

NTO has minimal to few disciplinary referrals each school year (less than **2%**). This is because of our disciplinary approach of being proactive with teachable moments, frequent reminders of school expectations, utilizing conflict resolution strategies, building professional relationships with learners, and strongly established school culture. When major disciplinary actions do occur, NTO administration follows district procedures and processes. The campus administration also makes collaborative decisions as to what is best for the learner and in compliance with district and state policies regarding student discipline. In the previous year, less than **1%** of learners were placed on suspension. Also in the previous year, less than **1.2%** of learners were placed in an alternative education center setting.

To promote safety, administrators have an open door policy and have daily conversations with all learners and staff. NTO believes that when professional relationships are established, there are less distractions and conflicts among learners. Teachers are also trained on detecting student abuse and neglect along with state and national requirements regarding reporting these matters. Learner assemblies also occur frequently to address issues, build unity, celebrate, and remind learners about expectations. These assemblies may include socials, guest speakers, school clubs, fundraisers, etc.

References:

Echo Buzz. (n.d.). Retrieved August 22, 2020, from https://nto.echo-ntn.org/

Education, P. (n.d.). Panorama Survey: Panorama Education. Retrieved August 22, 2020, from https://www.panoramaed.com/panorama-student-survey

School Culture and Climate Strengths

NTO is frequently commended for the level of learner engagement on learning and for having a strong campus culture where students love to learn and teachers love to work. NTO is founded on the principle that a strong culture empowers. NTO learners and teachers are very intentional about school culture and embed time in the weekly bell schedule and on specified days throughout the year to cultivate a culture of Trust, Respect, and Responsibility. The campus belief is that everyone on campus can build a strong school culture of high expectations and learning.

NTO is place where staff cultivates Trust, Respect, and Responsibility. Learners, parents, administration, and staff are intentional about building that culture. NTO actively practice these traits daily. NTO also plans culture days each semester to reinforce these traits. NTO also has addressed it's retention and enrollment by proactively calling parents, creating learner meetings, and conducting professional development around student centered learning.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1 (Prioritized): NTO loses 5% of learners every year to the comprehensive high schools and other high school options. **Root Cause:** Learners who left have expressed a lack of support, they felt the school required a high amount of work, and found some difficulty with project-based learning.

Problem Statement 2 (Prioritized): NTO has shown a non-correlation when comparing course failure rates to the mastery of TEKS (based on STAAR EOC assessments). The average approaches standards across EOCs is 92.2%, meets is 74.6%, and masters is 24.4% in comparison the average failure rate across content areas is 15%. **Root Cause:** Misunderstanding that the amount of course work does not necessarily correlate to mastery of content material.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

George H.W. Bush New Tech Odessa's (NTO) has a total of **24** classroom teachers. NTO's Highly Qualified status is **100%** for the 2020-21 school year. From the 2019-20 to the 2020-21 school year, NTO had a **100%** teacher retention rate. NTO's three year teacher retention rate is **93.6%**. Due to a continual increase in the community's population, highly certified teachers are hard to find as the demand increases. For example, an English Language Arts vacancy for secondary may go unfilled by a certified candidate due to the lack of applicants.

Like most schools in the Ector County Independent School District (ECISD), NTO in past years has lost previous staff members due to leaving for other educational opportunities or changing professions all together, this is based on the 2017-18 school year. As per district, new teachers to the district are assigned a teacher mentor. New and returning staff are supported continuously through district, campus, and New Tech Network (NTN) professional learning opportunities. New staff members attend the New Tech Annual Conference hosted by the New Tech Network. NTO is also assigned an Instructional Specialist to support teacher learning and growth. NTO also has the unique opportunity to be assigned a New Tech Network School Development Coach as well as a New Tech Network College Access Coach that meet periodically with staff members.

Regarding student-to-teacher ratio, the district ratio is set at **27:1**. The student-to-teacher ratio at NTO is approximately **15:1**. The average years of experience of teachers at the campus are **6.5 years**, with most of the teachers having 0-5 years of experience in the teaching field.

Modeling and availability of district training and resources are a necessity to build the craft of all our teachers. Also, modeling and support from the New Tech Network (NTN) for project based learning best practices and methods are identified as a continual need. The campus is assigned a Campus Curriculum Facilitator who facilitates the learning of the adults to develop professional skills that will benefit the learning of their students.

District professional development exists in various forms such as face-to-face, campus visits, and online webinars. NTO also uses the regional education center, Region 18, to receive additional services for teachers and administrators. The New Tech Network (NTN) also hosts campus training, state available conferences, and an annual conference to support NTN schools. Professional development is followed up on weekly through a two hour adult learning session to support project development and increase learning capacity. Weekly PLCs are also held to implement school and district initiatives and to allow teachers to plan collaboratively. At times, teachers are assigned adult learning project teams and are asked to lead professional development workshops.

When in need, teachers are supported individually through adult learning, professional learning communities (PLCs), classroom observations, classroom walkthroughs, campus and district professional development, peer support, and obtaining additional resources as needed. Teachers frequently participate in data reviews, state standard mapping, and collaborative project planning.

To recruit highly effective qualified teachers, NTO works with the district Human Capital Department, administrators attend local and state job fairs, administrators leverage social media to promote job opportunities, and administrators with the New Tech Network team to seek possible candidates across the country. The interview consists of administrators, support staff, classroom teachers, and even learners.

Staff Information

Teachers by Ethnicity - 2018-19	**NTO**	Percent	District	State
African American	0	0%	4.9%	10.6%
Hispanic	13.4	51.5%	41.1%	27.7%
White	12.6	48.5%	51.6%	58.4 %
American Indian	0	0%	0.2%	0.3%
Asian	0	0%	1.1%	1.7%
Pacific Inslander	0	0%	0.1%	0.2%
Two or More Races	0	0%	0%	1.1%

Teachers by Sex - 2018-19	**NTO**	Percent	District	State
Males	11.3	43.6%	5.2%	23.8%
Females	14.7	56.4%	77.9%	76.2%

Teachers by Highest Degree Held - 2018-19	**NTO**	Percent	District	State
No Degrees	0.3	1.1%	5.2%	1.4%
Bachelors	15.6	60.0%	32.7%	28.9%
Masters	2.5	9.6%	22.7%	24.3%
Doctorate	0	0%	.06%	.07%

Teacher by Years of Experience - 2018-19	**NTO**	Percent	District	State
Beginning Teachers	1.2	4.6%	12.9%	7.0%
1-5 Years Experience	15.6	60.0%	32.7%	28.9%
6-10 Years Experience	4.1	15.7 %	15.6%	19.0%
11-20 Years Experience	3.3	12.5%	21.9%	29.3%
Over 20 Years Experience	1.9	7.2%	16.9%	15.7%

Number of Students Per Teacher - 2018-19	**NTO**	Percent	District	State
	13.8	N/A	17.3	15.1

References:

McCoy, Kenneth. “Texas Academic Performance Reports.” The Texas Education Agency, December 18, 2018. https://tea.texas.gov/perfreport/tapr/index.html

Staff Quality, Recruitment, and Retention Strengths

NTO has strongly established systems and structures to promote continuous professional development and adult learning for teachers. The collaborative culture at NTO allows for all teachers to work together throughout all the disciplines, whether core or elective, to improve student performance. When teachers have a need, they are provided with additional support to ensure success.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1 (Prioritized): Although NTO started the 2020-21 school year with 0 vacancies, teacher candidates for vacant positions are limited and difficult to fill. Finding and seeking candidates that are a strong fit for, or experience with project-based learning can often be difficult. **Root Cause:** Competitive pay and promotional opportunities makes it difficult to retain teachers in the area of Ector County. There are state and local barriers in receiving certification.

Problem Statement 2 (Prioritized): For several years, the campus lacked stability and an increase in turnover with administrators, staff, and teachers. **Root Cause:** NTO has highly effective personnel with specialty training on project-based learning and other best practices and are often recruited to serve in other capacities in or out of the district.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

English I and II STAAR EOCs

As a district and state wide, writing has proved to be an area of struggle. Specifically, at George H.W. Bush New Tech Odessa (NTO), learners struggle with inferencing and writing compositions. Learners also commonly find difficulty in the mechanics of writing that involves, capitalization, punctuation marks, especially where to place commas. Challenges also include writing clear compositions that directly address the prompts and provide textual evidence.

English I - Spring 2019	Reporting Catergory 1	Reporting Catergory 2	Reporting Catergory 3	Reporting Catergory 4	Reporting Catergory 5	Reporting Catergory 6
Number	5.9 (out of 8)	10.2 (out of 13)	10.7 (out of 13)	9.8 (out of 16)	6.9 (out of 9)	6.6 (out of 9)
Percent	73%	78%	82%	61%	77%	74%

*Average Score: 4257 *Total Students Tested: 101

English II - Spring 2019	Reporting Catergory 1	Reporting Catergory 2	Reporting Catergory 3	Reporting Catergory 4	Reporting Catergory 5	Reporting Catergory 6
Number	5.5 (out of 8)	9.7 (out of 13)	10.9 (out of 13)	9.2 (out of 16)	6.8 (out of 9)	7.2 (out of 9)
Percent	68%	74%	84%	57%	75%	80%

*Average Score: 4148 *Total Students Tested: 97

Algebra I STAAR EOC

In math, weakness include describing and graphing linear functions, equations, and inequalities.

Algebra I - Spring 2019	Reporting Catergory 1	Reporting Catergory 2	Reporting Catergory 3	Reporting Catergory 4	Reporting Catergory 5
Number	7.8 (out of 11)	5.0 (out of 12)	9.5 (out of 14)	7.1 (out of 11)	4.2 (out of 6)
Percent	71%	42%	38%	64%	70%

*Average Score: 4043 *Total Students Tested: 58

Biology STAAR EOC

In science, learners have difficulty with cell structure and function, mechanisms of genetics, and biological processes and systems.

Biology- Spring 2019	Reporting Catergory 1	Reporting Catergory 2	Reporting Catergory 3	Reporting Catergory 4	Reporting Catergory 5
Number	6.6 (out of 10)	6.6 (out of 10)	7.5 (out of 10)	6.6 (out of 10)	7.2 (out of 10)
Percent	66%	66%	75%	66%	72%

*Average Score: 4274 *Total Students Tested: 123

United States History STAAR EOC

In social studies, learners have difficulty with government & citizenship.

U.S. History - Spring 2019	Reporting Catergory 1	Reporting Catergory 2	Reporting Catergory 3	Reporting Catergory 4
Number	23.5 (out of 30)	9.1 (out of 12)	7.1 (out of 10)	12.5 (out of 16)

U.S. History - Spring 2019	Reporting Catergory 1	Reporting Catergory 2	Reporting Catergory 3	Reporting Catergory 4
Percent	78%	76%	71%	78%

*Average Score: 4485 *Total Students Tested: 67

Teachers followed the TEKS Resource System's (TRS) scope and sequence, year at a glance, and unit assessments to pace project development. Learners were also benchmarked throughout the year. With this benchmark data, the information was reviewed by both teachers and learners. The facilitators use the scope and sequence to build projects and use resources to look at specificity of the student expectations. Teachers utilized district assessments to measure learning on the TEKS that they have covered in the projects. They also use formative assessments and conduct mini-workshops to provide intervention for low SEs.

Rigor and relevance of instruction align with the TEKS, ELPS and CCRS because the teachers are addressing the verbs from the SEs in their instruction. Learners are able to look at content learning and language objectives and make those connections to the real world. Learners are not just given the answers, they collaborate, research, analyze, and create during their course project/problem units.

Through school wide efforts, all subjects look at lowest SEs in the tested content and determine how they can support these content areas by addressing these lower TEKS in their classes. For example, electives supported Biology by drawing on essential vocabulary and electives aided Algebra I by showing learners how to interpret graphs and charts. Learners are expected to work and solve complex real-world problems with the project based learning model.

Short-cycle assessments are designed by collaborative content teams that use the scope and sequence to create these assessments. They are multiple choice, griddables, and short answer questions. Textbooks, district provided materials, computer software, web-based programs are aligned with TEKS, SIOP, AVID strategies, web-based programs and writing protocols are used for all learners.

Data from EOC results, short-cycle assessments, and teacher created tests are used to plan instruction individually and by grade level teams. During curriculum pre-planning, focus SEs are targeted in each six weeks and strategies are offered to help address these SEs. Campus initiatives target the focus writing SEs that are addressed in all content areas.

Because of being a project based learning campus, technology, questioning strategies, manipulatives, learning scaffolds, and differentiation are embedded in the PBL model. During professional development and Professional Learning Communities (PLCs), teachers are provided with an opportunity to be trained on strategies. They practice these strategies in the classroom.

Teachers are provided the readiness, supporting, and process standards in a format from Lead4ward. To address these TEKS, they are intentionally and systematically grouped together in projects and problems. PLCs are organized by content area teams. Interventions in the classroom, tutoring, and specialized intervention classes are implemented to provide individual assistance.

Content and language objectives are posted daily and verbally addressed to the learners. Agendas are also posted daily and made visible to all learners. Teachers use two different forms to plan each project. These planning forms are called the Project Planning Toolkit Form and the Problem Based Planning Form. Teachers also create a project calendar to map out the daily structure of each project day-by-day.

SIOP strategies are addressed in district professional development, and monitored by observations. Teachers are given opportunities to be trained in instructional and linguistic accommodations.

Curriculum, Instruction, and Assessment Strengths

NTO has a primary method of instruction, project-based learning. Projectp-based learning promotes critical thinking, collaboration, integration of technology, and differentiated approaches to teaching and learning that are grounded in innovative design. Assessments are grounded in five school wide learning outcomes adopted by the New Tech Network that include Knowledge & Thinking, Written Communication, Agency, Collaboration, and Oral Communication. Based on T-TESS data from the 2019-2020 school year, on average teacher scored at the "proficient" level.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): The delivery and implementation of project-based learning sometimes varies from classroom to classroom. **Root Cause:** Project-based learning is an advanced method of instruction delivery that requires extensive planning time, ongoing training, and consistent evaluation and feedback from year-to-year. For the 2019-2020 school year, 5% - 10% lacked clear and thorough lesson plans, feedback was not given in a timely manner.

Problem Statement 2 (Prioritized):
NTO teachers struggle with planning projects that are rigorous, authentic, literacy heavy, and engaging for all learners. **Root Cause:** Time management is an issue commonly expressed by teachers. Teachers need extensive and ongoing training on the project-based learning cycle and using the project planning toolkit forms and building thorough Echo agendas. Teachers also require time to collaborate and receive feedback about their projects prior to building Project Briefcases in Echo. Only about 3% of Adult Learning time was used for Critical Friends (project critique).

Parent and Community Engagement

Parent and Community Engagement Summary

As a project-based learning (PBL) high school, George H.W. Bush New Tech Odessa's (NTO) blended learning environment and school culture encourage the motivation and engagement of all learners. The involvement of parents and community is a fundamental aspect to fulfill this objective. That is the reason why NTO makes parents and community members feel welcome, expects them to get involved in meaningful ways that support learning, and shares with them its school effectiveness in strong campus culture.

On the one hand, NTO focuses on a home and school connection to educate and engage parents in understanding how to support their children by:

Giving parents full access to Echo, NTO's learning management system (LMS). Echo allows parents to follow, on a daily basis, their child's learning process (agendas, assignments, projects, school wide learning outcomes, grades, etc.), and also to communicate with our staff when needed (parents who do not speak English have access to translated communications and to bilingual staff). About **80%** of parents have an Echo Parent Account.

Organizing social and informative events such as: Game Night, Registration, Open House, Culture Day, school day and after school socials, and other parent meetings. These events have a **60%** participation rate.

On the other hand, NTO focuses on community involvement (guest speakers, etc.) and partnerships (Complex Community Federal Credit Union, Odessa College, UTPB, several local companies and businesses, etc.) to share and show the type of work that learners are engaged in. Projects that NTO learners study and develop have a real-world connection. This project component builds strong ties with the community. Having learners sharing their final products with the community becomes an important part of the learners' learning process.

NTO has a solid internship program that offers seniors the opportunity to work for local companies. This fact helps them decide their future careers in a more realistic way and allows them to share their experiences in a final capstone project presented to parents and community members before graduation. NTO currently has **0** VIPS members.

Parent and Community Engagement Strengths

The campus is inviting and is always open for learner led tours. Project-based learning also lends well to involving parents and community members in learner's projects. They can serve as panel members, they can assist in teaching learners, or serve in other capacities. Members of the community, especially the business, medical, and educational sectors have also served as mentors to our senior class.

Now that NTO has been around for nine years, there is a familial tie with the campus since alumni serve as advocates for the campus. Community members have also shown high commitment and support.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): An NTO VIPS group no longer exists to help support strong parental and volunteer involvement. **Root Cause:** There is not a lead staff member to assist in leading and guiding a possible VIPS group. Time constraints are expressed as the main reason.

Problem Statement 2 (Prioritized): 10% of parents have expressed struggling with understanding project-based learning instruction and Echo LMS especially at the freshmen level. **Root Cause:** There is a lack of opportunities for parents to be involved at the campus. There is also a lack of workshops to educated parents on project-based learning and how to use the new Echo system. Parents do know how to best support their learners with project-based learning. Project-based learning and Echo is especially new to freshmen and new incoming students.

School Context and Organization

School Context and Organization Summary

Using the state assessment indicators of achievements, George H.W. Bush New Tech Odessa (NTO) will strive to target areas needing growth and improvement. As a campus and collaborative team, reviewing assessment data (i.e., Short Cycle Assessments, Benchmarks, TAPR, Federal Report Card, School Report Card, STAAR EOC Score Reports, etc.), and analyzing student work samples will guide the areas in need of focus called safeguards. Per the required growth measures, growth from English I to English II and 8th Grade Math to Algebra I, are essential. To monitor progress throughout the school year, staff will use classroom data based on informal assessment, formal assessments, short cycle assessments (district), benchmarks (district), project benchmarks, and final products.

Through adult learning and professional learning opportunities, teachers receive guidance and support in outlining project objectives heavily grounded in state standards, the student expectations (SEs) or TEKS. As a project based learning school and with the support of the New Tech Network, the campus goals are also outlined with school wide learning outcomes (i.e., knowledge and thinking, agency, collaboration, written communication, and oral communication). These strategies provide the framework for assessing student work, growth, and school wide focus. As a campus, benchmarks, scaffolding, and workshops are an expectation for each project.

The campus continuously identified the needs of the campus based on recruitment, enrollment at registration, budget availability, assessment data, first day count, club interest, special indicators, staffing, student work samples, and various others.

An essential goal of NTO is to become a learning organization that continuously seeks improvement. As a learning organization, there are parallel expectations for all participants. Since there is extensive and rigorous professional development at the beginning and throughout the school year, it is crucial and required that teachers feel a part of a team/family and contribute to the campus goals and vision. Weekly adult learning gatherings serve a purpose in reconnecting staff to main focus areas of improvement. NTO is continually seeking improvement and uses data to drive the instruction.

As a district, there is a calendar framework to assess student learning throughout the school year, these are called Short Cycle Assessments (SCAs). These assessments serve as a checkpoint to measure achievement of student expectations. As a project based learning campus, project checkpoints and benchmarks are also required to check for student understanding on a continual basis.

NTO will develop additional learning and collaborative learning opportunities through frequent adult learning and professional learning communities (PLCs). For PLCs, teachers meet weekly with their content area to focus on increasing professional practice to enhance student learning using data-driven decision making. All teachers are expected to play an active role in all adult learning opportunities. Distributive leadership is the leadership approach of our campus. As leaders, it is our responsibility to serve as instructional leaders and parallel the experience of the staff with that of the learners. It is everyone's job to achieve campus goals and vision.

As a faculty, norms are established to guide decision-making and other school practices. Decisions are made by allowing input from staff and stakeholders when relevant. Norms are collaboratively established and revisited throughout the school year. NTO also has a CCIS representative who serves as a voice between the campus and district. The campus also elects a DCIT representative to serve on the district improvement team. Administration also has an open

door policy when it comes to questions, concerns, or support. Also, the distributive leadership model at NTO lends to teachers having ownership of their school. Teachers are expected to contribute to the campus in various aspects for the benefit of student learning. For example, professional learning is often led by campus teachers, teachers offer after school extra-curricular clubs and organizations, etc.

The master schedule reflects the fact that NTO uses innovative methods of learning. The master schedule allows for cross-curricular lesson plan delivery, common planning, and allows for shuttling for learners to participate in classes at the local community college as well as UIL and unique course offerings at the comprehensive high schools and CTE sites. Since NTO is a small learning environment, there is a short transition from class to class. The campus is closed during lunch to allow for additional learning time. Staff and administrators are very thoughtful about instructional interruptions that occur and reduce them to the minimum extent possible. Unique and innovative courses unlike any others in the district and state are offered such as Project Based Research Design where learners complete an internship experience followed by a self-driven community project, Neuroscience, and Rocketry. The campus physical layout also promotes a collaborative learning environment with 1:1 laptop capabilities as well as offering learning spaces that are conducive to project-based learning practices (i.e., common areas, chairs on casters, tables on casters, classroom windows, etc.).

Campus funds are allocated based on departmental needs and necessities (data-based). The instructional leadership team involves the Principal, Dean of Students, Instructional Specialist, and teacher leaders. Classroom teachers are required to host before and after school workshops weekly to ensure additional support to all learners is offered. Campus administration works closely with the counselor and classroom teachers to best support students who are in need of credit recovery using the OdysseyWare program. The campus also runs a Writing Center with student tutors to reinforce our focus on literacy.

School Context and Organization Strengths

Strengths include that NTO has systems and structures in place to ensure that the instructional support of project based learning is supported. In adult learning and professional learning communities (PLCs), teachers learn about the state accountability system and measures. Adult learning and PLCs help promote instructional best practices, there is a focus of continual growth, and teachers are trained on project based learning pedagogy. The focus of every conversation should be centered around student learning.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1 (Prioritized): Teachers do not commonly observe other teachers in the classroom to share best practices with one another. **Root Cause:** Fewer than 4% of teachers (only occurs math department) teach the same course as their colleagues due to being a smaller school model. Due to master scheduling and shared planning, teachers in the same content area all have conference at the same time and are unable to observe their peers.

Problem Statement 2 (Prioritized): Adult learning time was limited and created gaps in instructional delivery of project-based learning instruction. This also meant less access for colleagues to creatively critique each other's project rollouts, scaffolding, benchmarks, and final products.. **Root Cause:** Switch from face-to-face teaching to virtual learning due to COVID-19. Alterations made to weekly scheduling. For the 2020-21 school year, the needs for

schedule alignment with the comprehensive high schools and embedded SEL time on a daily basis.

Technology

Technology Summary

Since George H.W. Bush New Tech Odessa (NTO) is a 21st Century learning environment, there is high emphasis of seamless use of technology in all classes. There is **1:1** laptop assignment (MacbookPro or MacbookAir). In addition, our learning environment is set up to support school wide learning outcomes to promote future student success, which includes technology. Various innovative products and additional software programs are made available to learners to promote the quality of their work. As a campus we promote ongoing technology support for teachers and learners. In collaboration with the New Tech Network, NTO also has a primary learning management system called Echo that is utilized by all classroom teachers. Learners are required to take a Digital Media class their first year on campus to ensure they have the necessary tools to be successful when utilizing this technology. Classrooms have the basic set up of a teacher computer, a document camera, a projector, SmartBoard, and other products depending on the course requirements.

On staff, NTO also has a technology administrator to assist in managing learner and staff technology. NTO has access to internet and WIFI with updated protective filters for safe practice. The campus is assigned a Technology Specialist who is able to come to the campus to support our technology needs.

Learners are required to take a Digital Media class their first year on campus to ensure they have the necessary tools to be successful when utilizing this technology. Classrooms have the basic set up of a teacher computer, a document camera, a projector, SmartBoard, and other products depending on the course.

Due to COVID-19, the campus offers all virtual or hybrid learning opportunities. The choice for the two were present to parents before the start of the school year. **97%** of learners have access to the internet at home. The highest professional development need for teachers is teaching virtual students at the same time as teaching face-to-face students. Due to small staffing and a tight master schedule, pure sections of virtual sections are not common.

Mode of Learning Choices (as of 08/19/2020)

Grade	Virtual Total	Virtual Percent	Hybrid Total	Hybrid Percent
9th Grade	59	41.3%	84	58.7%
10th Grade	56	47.9%	61	52.1%
11th Grade	49	55.1%	40	44.9%
12th Grade	40	50.6%	39	49.4%

Technology Strengths

At NTO, technology is readily available and is an integral part of curriculum and instruction on campus. Students are taught to manage technology as a resource and tool rather than a social media entertainment center. It is their pen and paper. This technology is also updated with relevant technology to prepare students with 21st Century skills.

Problem Statements Identifying Technology Needs

Problem Statement 1 (Prioritized): NTO has been in existence for over nine years now and the technology on campus requires updating such as SmartBoards, projectors, applications, programs, etc. 15% of SmartBoards require updating. 5% of projectors require updating. **Root Cause:** Lack of district plan to update technology equipment. Also, limited budget has halted the purchasing of new equipment and software, as well as updating the technology currently at the campus.

Problem Statement 2 (Prioritized): Learners managing technology appropriately still occurs resulting in damaged software, programs, hardware issues, or improper use of device. 3% of students experience owing fees for laptop violations and damages. **Root Cause:** Required parent and student trainings were virtual this year. Also, lack of consistent monitoring of proper laptop usage by students and adults. Also, lack of filtering systems for laptops when students are at home.

Priority Problem Statements

Problem Statement 1: The lowest area of performance on the English I STAAR EOC was Reporting Category 4 (Writing Composition). NTO scored 61% in this area and the state was at 51%.

Root Cause 1: Learners are coming in from middle school with gaps in literacy and writing. Eight graders are testing in Reading and not in Writing. Freshmen are also adjusting from a traditional middle school model into a project-based learning high school.

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: The lowest area of performance on the English II STAAR EOC was Reporting Category 4 (Writing Composition). NTO scored 57% in this area and the state was at 44%.

Root Cause 2: Writing was strongly emphasized campus wide across content areas, but not targeted on the specific writing style required for the English II EOC at the sophomore level (persuasive).

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: NTO loses 5% of learners every year to the comprehensive high schools and other high school options.

Root Cause 3: Learners who left have expressed a lack of support, they felt the school required a high amount of work, and found some difficulty with project-based learning.

Problem Statement 3 Areas: School Culture and Climate

Problem Statement 4: The delivery and implementation of project-based learning sometimes varies from classroom to classroom.

Root Cause 4: Project-based learning is an advanced method of instruction delivery that requires extensive planning time, ongoing training, and consistent evaluation and feedback from year-to-year. For the 2019-2020 school year, 5% - 10% lacked clear and thorough lesson plans, feedback was not given in a timely manner.

Problem Statement 4 Areas: Curriculum, Instruction, and Assessment

Problem Statement 5: NTO teachers struggle with planning projects that are rigorous, authentic, literacy heavy, and engaging for all learners.

Root Cause 5: Time management is an issue commonly expressed by teachers. Teachers need extensive and ongoing training on the project-based learning cycle and using the project planning toolkit forms and building thorough Echo agendas. Teachers also require time to collaborate and receive feedback about their projects prior to building Project Briefcases in Echo. Only about 3% of Adult Learning time was used for Critical Friends (project critique).

Problem Statement 5 Areas: Curriculum, Instruction, and Assessment

Problem Statement 6: An NTO VIPS group no longer exists to help support strong parental and volunteer involvement.

Root Cause 6: There is not a lead staff member to assist in leading and guiding a possible VIPS group. Time constraints are expressed as the main reason.

Problem Statement 6 Areas: Parent and Community Engagement

Problem Statement 7: For the English II STAAR EOC, 40% of special education students passed during the Spring 2019 administration.

Root Cause 7: Learners have learning gaps. For some learners, they are going from regular classes to Pre AP classes and eventually AP / Dual Credit classes.

Problem Statement 7 Areas: Demographics

Problem Statement 8: For the English I STAAR EOC, 40% of special education students received "At Approaches Grade Level or Above" during the Spring 2019 administration.

Root Cause 8: Learners are coming from all six middle schools and also other middle school options. Learners are new to project-based learning. Learners in the 8th grade are testing in Reading and not Writing.

Problem Statement 8 Areas: Demographics

Problem Statement 9: NTO has shown a non-correlation when comparing course failure rates to the mastery of TEKS (based on STAAR EOC assessments). The average approaches standards across EOCs is 92.2%, meets is 74.6%, and masters is 24.4% in comparison the average failure rate across content areas is 15%.

Root Cause 9: Misunderstanding that the amount of course work does not necessarily correlate to mastery of content material.

Problem Statement 9 Areas: School Culture and Climate

Problem Statement 10: Although NTO started the 2020-21 school year with 0 vacancies, teacher candidates for vacant positions are limited and difficult to fill. Finding and seeking candidates that are a strong fit for, or experience with project-based learning can often be difficult.

Root Cause 10: Competitive pay and promotional opportunities makes it difficult to retain teachers in the area of Ector County. There are state and local barriers in receiving certification.

Problem Statement 10 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 11: For several years, the campus lacked stability and an increase in turnover with administrators, staff, and teachers.

Root Cause 11: NTO has highly effective personnel with specialty training on project-based learning and other best practices and are often recruited to serve in other capacities in or out of the district.

Problem Statement 11 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 12: Teachers do not commonly observe other teachers in the classroom to share best practices with one another.

Root Cause 12: Fewer than 4% of teachers (only occurs math department) teach the same course as their colleagues due to being a smaller school model. Due to master scheduling and shared planning, teachers in the same content area all have conference at the same time and are unable to observe their peers.

Problem Statement 12 Areas: School Context and Organization

Problem Statement 13: Adult learning time was limited and created gaps in instructional delivery of project-based learning instruction. This also meant less access for colleagues to creatively critique each other's project rollouts, scaffolding, benchmarks, and final products..

Root Cause 13: Switch from face-to-face teaching to virtual learning due to COVID-19. Alterations made to weekly scheduling. For the 2020-21 school year, the needs for schedule alignment with the comprehensive high schools and embedded SEL time on a daily basis.

Problem Statement 13 Areas: School Context and Organization

Problem Statement 14: NTO has been in existence for over nine years now and the technology on campus requires updating such as SmartBoards, projectors, applications, programs, etc. 15% of SmartBoards require updating. 5% of projectors require updating.

Root Cause 14: Lack of district plan to update technology equipment. Also, limited budget has halted the purchasing of new equipment and software, as well as updating the technology currently at the campus.

Problem Statement 14 Areas: Technology

Problem Statement 15: Learners managing technology appropriately still occurs resulting in damaged software, programs, hardware issues, or improper use of device. 3% of students experience owing fees for laptop violations and damages.

Root Cause 15: Required parent and student trainings were virtual this year. Also, lack of consistent monitoring of proper laptop usage by students and adults. Also, lack of filtering systems for laptops when students are at home.

Problem Statement 15 Areas: Technology

Problem Statement 16: 10% of parents have expressed struggling with understanding project-based learning instruction and Echo LMS especially at the freshmen level.

Root Cause 16: There is a lack of opportunities for parents to be involved at the campus. There is also a lack of workshops to educated parents on project-based learning and how to use the new Echo system. Parents do know how to best support their learners with project-based learning. Project-based learning and Echo is especially new to freshmen and new incoming students.

Problem Statement 16 Areas: Parent and Community Engagement

Problem Statement 17: NTO was below the district (score of 65) and state (score of 69) average on the English II STAAR EOC for Academic Growth. NTO scored below both the district and state with a score of63.

Root Cause 17: Students are not showing enough growth from English I to English II. We are not meeting the needs of all learners in regards to growth measures. The lowest area of performance on the English II STAAR EOC is Reporting Category 4 (Composition) and Reporting Category 1 (Understanding/Analysis Across Genres).

Problem Statement 17 Areas: Student Achievement

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including coherent sequence coursework aligned with the industry-based certifications, program growth and student achievement by race, ethnicity, gender, etc.
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Student surveys and/or other feedback
- Enrollment trends

Employee Data

- State certified and high quality staff data
- Professional development needs assessment data
- TTESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Parent Involvement Rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data

Goals

Revised/Approved: August 25, 2020

Goal 1: Foundational Excellence: ECISD will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 1: Performance Objective 1: The number of students that earn a minimum of six credits by the end of their 9th grade year will increase from 95% in 2020 to 96% in 2021.

Evaluation Data Sources: Texas Academic Performance Reports, Federal Report Card, Campus Report Card, Transcripts, and Grade Promotion Report

Summative Evaluation: None

Strategy 1: The high school counselor will have a four-year plan for each ninth grade learner and work with the administration team and teachers for scheduling, intervention, and credit remediation support via Credit Recovery (OdysseyWare) to ensure all learners have the appropriate amount of credits to be classified a sophomores next school year.

Strategy's Expected Result/Impact: Fewer learners retained in the 9th grade, fewer learners removed from the program due to scheduling conflicts, and learner four-year plans that have a plan for credit remediation.

Staff Responsible for Monitoring: Principal, Dean of Student, Counselor, and Teachers

Title I Schoolwide Elements: None

TEA Priorities: None

ESF Levers: None

Problem Statements:
Demographics 2
Student Achievement 1
School Culture and Climate 1

Funding Sources:
OdysseyWare State Comp Ed 199-11-6497-40-011-11- $17,231

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Demographics

Problem Statement 2: For the English I STAAR EOC, 40% of special education students received "At Approaches Grade Level or Above" during the Spring 2019 administration. **Root Cause:** Learners are coming from all six middle schools and also other middle school options. Learners are new to project-based learning. Learners in the 8th grade are testing in Reading and not Writing.

Student Achievement

Problem Statement 1: The lowest area of performance on the English I STAAR EOC was Reporting Category 4 (Writing Composition). NTO scored 61% in this area and the state was at 51%. **Root Cause:** Learners are coming in from middle school with gaps in literacy and writing. Eight graders are testing in Reading and not in Writing. Freshmen are also adjusting from a traditional middle school model into a project-based learning high school.

School Culture and Climate

Problem Statement 1: NTO loses 5% of learners every year to the comprehensive high schools and other high school options. **Root Cause:** Learners who left have expressed a lack of support, they felt the school required a high amount of work, and found some difficulty with project-based learning.

Performance Objective 2: Performance Objective 2: Post-secondary enrollment will increase 99% to 100% for our 2021 graduates. (Lagging indicator)

Evaluation Data Sources: Texas Academic Performance Reports, Federal Report Card, and Campus Report Card

Summative Evaluation: None

Strategy 1: All seniors will be enrolled in Project Based Research Design course to have them complete FAFSA, complete college applications, complete an internship experience, complete a capstone project, and complete other tasks to prepare them for post-secondary readiness.

Strategy's Expected Result/Impact: All seniors enrolled in a post-secondary institution or military.

Staff Responsible for Monitoring: Principal, Dean of Student, Counselor, and Project Based Research Design Teacher

Title I Schoolwide Elements: None

TEA Priorities: None

ESF Levers: None

Problem Statements:
Curriculum, Instruction, and Assessment 1
Parent and Community Engagement 2

Funding Sources:
None

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Curriculum, Instruction, and Assessment

Problem Statement 1: The delivery and implementation of project-based learning sometimes varies from classroom to classroom. **Root Cause:** Project-based learning is an advanced method of instruction delivery that requires extensive planning time, ongoing training, and consistent evaluation and feedback from year-to-year. For the 2019-2020 school year, 5% - 10% lacked clear and thorough lesson plans, feedback was not given in a timely manner.

Parent and Community Engagement

Problem Statement 2: 10% of parents have expressed struggling with understanding project-based learning instruction and Echo LMS especially at the freshmen level. **Root Cause:** There is a lack of opportunities for parents to be involved at the campus. There is also a lack of workshops to educated parents on project-based learning and how to use the new Echo system. Parents do know how to best support their learners with project-based learning. Project-based learning and Echo is especially new to freshmen and new incoming students.

Performance Objective 3: Performance Objective 3: Annual student attendance will increase from 95.9% in 2020 to 96.4% in 2021.

Evaluation Data Sources: Weekly Attendance Reports and SQL Reporting

Summative Evaluation: None

Strategy 1: Manage and monitor weekly attendance closely. Create incentives to promote high rates of weekly attendance. Create a safe and supportive environment where students want to come to school daily and teachers know and understand the context of student support needed. Create engaging learning through project-based learning to motivate student participation.

Strategy's Expected Result/Impact: Increased attendance rates for all grade levels by .5%.

Staff Responsible for Monitoring: Principal, Dean of Students, Counselor, Attendance Clerk, and Teachers

Title I Schoolwide Elements: None

TEA Priorities: None

ESF Levers: None

Problem Statements:
Parent and Community Engagement 2

Funding Sources:
None

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Summative
May

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Parent and Community Engagement

Problem Statement 2: 10% of parents have expressed struggling with understanding project-based learning instruction and Echo LMS especially at the freshmen level. **Root Cause:** There is a lack of opportunities for parents to be involved at the campus. There is also a lack of workshops to educated parents on project-based learning and how to use the new Echo system. Parents do know how to best support their learners with project-based learning. Project-based learning and Echo is especially new to freshmen and new incoming students.

Performance Objective 4: Performance Objective 4: Provide the environment conducive to all educational needs in conjunction with the development of a Long-Range Facilities Plan that will move the District forward in the future.

Evaluation Data Sources: Texas Academic Performance Reports, Federal Report Card, and Campus Report Card

Summative Evaluation: None

Strategy 1: Strategy 1: Implement universal free feeding to all elementary and secondary students.

Strategy's Expected Result/Impact: Increased student attendance and performance of state assessments / accountability.

Staff Responsible for Monitoring: Principal, Dean of Students, Counselor, Cafeteria Staff, and Teachers

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

Formative	Summative
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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 5: Performance Objective 5: Provide differentiated processes for priority classrooms/students.

Evaluation Data Sources: Texas Academic Performance Reports, Federal Report Card, and Campus Report Card

Summative Evaluation: None

Strategy 1: Strategy 1: Plan and implement effective transitions for Pre-K, 2nd, 5th and 8th grade, 8th to 9th, and 9th to post-secondary to maintain academic learning and support the social-emotional learning of students.

Strategy's Expected Result/Impact: Increased transition 9th grade student performance, increased 12th grade student performance, and 100% college acceptance rate.

Staff Responsible for Monitoring: Principal, Dean of Students, Counselor, Cafeteria Staff, and Teachers

Title I Schoolwide Elements: None

TEA Priorities: None

ESF Levers: None

Problem Statements:
Student Achievement 1
Parent and Community Engagement 2

Funding Sources:
None

Formative	Summative
Oct	May
Jan	
Mar	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Student Achievement

Problem Statement 1: The lowest area of performance on the English I STAAR EOC was Reporting Category 4 (Writing Composition). NTO scored 61% in this area and the state was at 51%. **Root Cause:** Learners are coming in from middle school with gaps in literacy and writing. Eight graders are testing in Reading and not in Writing. Freshmen are also adjusting from a traditional middle school model into a project-based learning high school.

Parent and Community Engagement

Problem Statement 2: 10% of parents have expressed struggling with understanding project-based learning instruction and Echo LMS especially at the freshmen level. **Root Cause:** There is a lack of opportunities for parents to be involved at the campus. There is also a lack of workshops to educated parents on project-based learning and how to use the new Echo system. Parents do know how to best support their learners with project-based learning. Project-based learning and Echo is especially new to freshmen and new incoming students.

Performance Objective 6: Performance Objective 6: NTO will embed technology for anytime, anywhere teaching and learning.

Evaluation Data Sources: Internet Home Access Survey and LMS reporting data

Summative Evaluation: None

Strategy 1: Strategy 1: Use technology resources that will enable students, teachers and leaders to implement and monitor personalized learning for all, including the following: Learning Management System (LMS) - Echo for NTO - and Adaptive Technology.

Strategy's Expected Result/Impact: Equitable of access to all and creating technologically agile staff and learners.

Staff Responsible for Monitoring: Principal, Dean of Students, Counselor, Teachers, and Technology Administrator

Title I Schoolwide Elements: None

TEA Priorities: None

ESF Levers: None

Problem Statements:
Technology 1, 2

Funding Sources:
Macbooks Local 199-11-6397-99-011-11- $137,400

Formative	Summative
Oct	
Jan	
Mar	May

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Technology

Problem Statement 1: NTO has been in existence for over nine years now and the technology on campus requires updating such as SmartBoards, projectors, applications, programs, etc. 15% of SmartBoards require updating. 5% of projectors require updating. **Root Cause:** Lack of district plan to update technology equipment. Also, limited budget has halted the purchasing of new equipment and software, as well as updating the technology currently at the campus.

Problem Statement 2: Learners managing technology appropriately still occurs resulting in damaged software, programs, hardware issues, or improper use of device. 3% of students experience owing fees for laptop violations and damages. **Root Cause:** Required parent and student trainings were virtual this year. Also, lack of consistent monitoring of proper laptop usage by students and adults. Also, lack of filtering systems for laptops when students are at home.

Performance Objective 7: Performance Objective 7: Develop the adult collective understanding and shared vision of Social Emotional Learning (SEL) that creates systemic change where SEL can thrive.

Evaluation Data Sources: NTN Culture Survey and Panorama Staff Survey results

Summative Evaluation: None

Strategy 1: Strategy 1: Staff will engage in professional learning about SEL research and practice.

Strategy's Expected Result/Impact: Creating a safe and orderly environment where learners SEL needs are met to maximize learning.

Staff Responsible for Monitoring: Principal, Dean of Students, Counselor, Instructional Specialist and Teachers

Title I Schoolwide Elements: None

TEA Priorities: None

ESF Levers: None

Problem Statements:
Student Achievement 1, 2, 3

Funding Sources:
Just Say No Supplies Local 199-31-6396-01-011-99- $250

Formative	Summative
Oct	May
Jan	
Mar	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Student Achievement

Problem Statement 1: The lowest area of performance on the English I STAAR EOC was Reporting Category 4 (Writing Composition). NTO scored 61% in this area and the state was at 51%. **Root Cause:** Learners are coming in from middle school with gaps in literacy and writing. Eight graders are testing in Reading and not in Writing. Freshmen are also adjusting from a traditional middle school model into a project-based learning high school.

Problem Statement 2: The lowest area of performance on the English II STAAR EOC was Reporting Category 4 (Writing Composition). NTO scored 57% in this area and the state was at 44%. **Root Cause:** Writing was strongly emphasized campus wide across content areas, but not targeted on the specific writing style required for the English II EOC at the sophomore level (persuasive).

Problem Statement 3: NTO was below the district (score of 65) and state (score of 69) average on the English II STAAR EOC for Academic Growth. NTO scored below both the district and state with a score of63. **Root Cause:** Students are not showing enough growth from English I to English II. We are not meeting the needs of all learners in regards to growth measures. The lowest area of performance on the English II STAAR EOC is Reporting Category 4 (Composition) and Reporting Category 1 (Understanding/Analysis Across Genres).

Performance Objective 8: Performance Objective 8: 100% of our teen parents will be on track to graduate with their cohort.

Evaluation Data Sources: Texas Academic Performance Reports, Federal Report Card, and Campus Report Card

Summative Evaluation: None

Strategy 1: Strategy 1: The campus will strive to remove barriers by offering support services such as counseling, home-bound, and tutoring.

Strategy's Expected Result/Impact: All teen parents will graduate on time with their cohort group.

Staff Responsible for Monitoring: Principal, Dean of Students, Counselor, Teachers, and TPRS Assigned Counselor

Title I Schoolwide Elements: None

TEA Priorities: None

ESF Levers: None

Problem Statements:
Parent and Community Engagement 2

Funding Sources:
None

Formative	Summative
Oct	May
Jan	
Mar	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Parent and Community Engagement

Problem Statement 2: 10% of parents have expressed struggling with understanding project-based learning instruction and Echo LMS especially at the freshmen level. **Root Cause:** There is a lack of opportunities for parents to be involved at the campus. There is also a lack of workshops to educated parents on project-based learning and how to use the new Echo system. Parents do know how to best support their learners with project-based learning. Project-based learning and Echo is especially new to freshmen and new incoming students.

Performance Objective 9: Performance Objective 9: 100% of AVID students will have a CCMR plan and/or acceptance.

Evaluation Data Sources: Texas Academic Performance Reports, Federal Report Card, and Campus Report Card

Summative Evaluation: None

Strategy 1: Strategy: The campus will provide weekly content tutorials, and well as college/career experiences.

Strategy's Expected Result/Impact: Increased enrollment in AVID electives and achieve 100% graduation and acceptance rate for all cohort groups.

Staff Responsible for Monitoring: Principal, Dean of Students, Counselor, AVID Site Coordinator, and Teachers

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

Formative	Summative
Oct	May
Jan	
Mar	

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 10: Performance Objective 10: NTO will provide a safe and supportive learning environment.

Evaluation Data Sources: Texas Academic Performance Reports, Federal Report Card, and Campus Report Card

Summative Evaluation: None

Strategy 1: Strategy 1: Awareness training for staff, students and parents will be provided in the area of sexual abuse and other maltreatment of children. All new staff will be trained during required new employee training on Darkness to Light, /Stewards of Child prevention program. Counselors will train all staff during on-campus professional development on prevention and reporting requirements. Required child abuse awareness posters for students will be displayed on all campuses.

Strategy's Expected Result/Impact: Following all legal obligations for child abuse. Creating a safe and orderly environment where learners SEL needs are met to maximize learning.

Staff Responsible for Monitoring: Principal, Dean of Students, Counselor, and Teachers

Title I Schoolwide Elements: None

TEA Priorities: None

ESF Levers: None

Problem Statements:
School Culture and Climate 1, 2

Funding Sources:
None

Formative
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Jan
Mar
Summative
May

Strategy 2: Strategy 2: All School and SAS counselors will be trained yearly in ECISD crisis response procedures. All campus staff will be trained yearly during campus professional development concerning ECISD suicide prevention response procedures.

Strategy's Expected Result/Impact: Following all legal obligations suicide prevention and support. Creating a safe and orderly environment where learners SEL needs are met to maximize learning.

Staff Responsible for Monitoring: Principal, Dean of Students, Counselor, and Teachers

Title I Schoolwide Elements: None

TEA Priorities: None

ESF Levers: None

Problem Statements:
School Culture and Climate 1, 2

Funding Sources:
None

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Strategy 3: Strategy 3: The ECISD comprehensive Guidance and Counseling curriculum will continue to be implemented in PK-12 to implement lessons that will include dating violence, child abuse, bullying, conflict resolution, substance abuse, self-efficacy, decision making, behavior and other social-emotional topics.

Strategy's Expected Result/Impact: Creating a safe and orderly environment where learners SEL needs are met to maximize learning.

Staff Responsible for Monitoring: Principal, Dean of Students, and Counselor

Title I Schoolwide Elements: None

TEA Priorities: None

ESF Levers: None

Problem Statements:
School Culture and Climate 1, 2

Funding Sources:
None

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Strategy 4: Strategy 4: Student Assistance Services Counselors will provide trauma-informed counseling services to address the social-emotional needs of at-risk students.

Strategy's Expected Result/Impact: Creating a safe and orderly environment where learners SEL needs are met to maximize learning.

Staff Responsible for Monitoring: Principal, Dean of Students, Counselor, and as needed SAS Counselor

Title I Schoolwide Elements: None

TEA Priorities: None

ESF Levers: None

Problem Statements:
Demographics 2
School Culture and Climate 1

Funding Sources:
None

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Strategy 5: Strategy 5: Teacher discipline management programs will be evaluated for alignment to CHAMPS, PBIS, and Conscious Discipline practices (SEL body of work).

Strategy's Expected Result/Impact: Creating a safe and orderly environment where learners needs are met to maximize learning.

Staff Responsible for Monitoring: Principal, Dean of Students, Counselor, Instructional Specialist, and Teachers.

Title I Schoolwide Elements: None

TEA Priorities: None

ESF Levers: None

Problem Statements:
Demographics 1, 2

Funding Sources:
None

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Strategy 6: Strategy 6: ECISD will attach the district's freedom from bullying policy and procedures which includes how to prevent, identify, respond to and report bullying. Administrators will follow all legal requirements pertaining to incidents of bullying. School counselors will provide guidance lessons or implement programs to include bullying prevention.

Strategy's Expected Result/Impact: Creating a safe and orderly environment where learners needs are met to maximize learning.

Staff Responsible for Monitoring: Principal, Dean of Students, Counselor, and Teachers.

Title I Schoolwide Elements: None

TEA Priorities: None

ESF Levers: None

Problem Statements:
School Culture and Climate 1

Funding Sources:
None

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Strategy 7: Strategy 7: Campus-level systems and structures will be developed to monitor/improve disaggregated discipline data regularly to inequities.

Strategy's Expected Result/Impact: Creating a safe and orderly environment where learners needs are met to maximize learning and equity is at the forefront.

Staff Responsible for Monitoring: Principal, Dean of Students, Counselor, and Teachers.

Title I Schoolwide Elements: None

TEA Priorities: None

ESF Levers: None

Problem Statements:
School Culture and Climate 2

Funding Sources:
NTN College Access Grant Funds Donated Funds $6,000

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Demographics

Problem Statement 1: For the English II STAAR EOC, 40% of special education students passed during the Spring 2019 administration. **Root Cause:** Learners have learning gaps. For some learners, they are going from regular classes to Pre AP classes and eventually AP / Dual Credit classes.

Problem Statement 2: For the English I STAAR EOC, 40% of special education students received "At Approaches Grade Level or Above" during the Spring 2019 administration. **Root Cause:** Learners are coming from all six middle schools and also other middle school options. Learners are new to project-based learning. Learners in the 8th grade are testing in Reading and not Writing.

School Culture and Climate

Problem Statement 1: NTO loses 5% of learners every year to the comprehensive high schools and other high school options. **Root Cause:** Learners who left have expressed a lack of support, they felt the school required a high amount of work, and found some difficulty with project-based learning.

Problem Statement 2: NTO has shown a non-correlation when comparing course failure rates to the mastery of TEKS (based on STAAR EOC assessments). The average

approaches standards across EOCs is 92.2%, meets is 74.6%, and masters is 24.4% in comparison the average failure rate across content areas is 15%. **Root Cause:** Misunderstanding that the amount of course work does not necessarily correlate to mastery of content material.

Goal 2: Invest in Talent: ECISD and NTO will recruit, develop and retain highly-effective individuals who are invested in looking at tomorrow to inform their practices today.

Performance Objective 1: Performance Objective 1: The campus teacher three year retention rate will increase from 93.6% in 2020 to 94.6% in 2023.

Evaluation Data Sources: Employee Performance Evaluations, Staff Retention Rates, Eduphoria STRIVE Reporting, and Staff Exit Survey Data

Summative Evaluation: None

Strategy 1: Performance Objective 1: The campus teacher three year retention rate will increase from 93.6% in 2020 to 94.6% in 2023.

Strategy's Expected Result/Impact: Increased three year teacher retention rate by 1%.

Staff Responsible for Monitoring: Principal, Dean of Students, Instructional Specialist, and Teachers

Title I Schoolwide Elements: None

TEA Priorities: None

ESF Levers: None

Problem Statements:
Staff Quality, Recruitment, and Retention 1, 2

Funding Sources:
None

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Staff Quality, Recruitment, and Retention

Problem Statement 1: Although NTO started the 2020-21 school year with 0 vacancies, teacher candidates for vacant positions are limited and difficult to fill. Finding and seeking candidates that are a strong fit for, or experience with project-based learning can often be difficult. **Root Cause:** Competitive pay and promotional opportunities makes it difficult to retain teachers in the area of Ector County. There are state and local barriers in receiving certification.

Problem Statement 2: For several years, the campus lacked stability and an increase in turnover with administrators, staff, and teachers. **Root Cause:** NTO has highly effective personnel with specialty training on project-based learning and other best practices and are often recruited to serve in other capacities in or out of the district.

Performance Objective 2: Performance Objective 2: In 2020-21, NTO will offer a job-embedded, personalized professional learning system for teachers.

Evaluation Data Sources: Texas Academic Performance Reports, Federal Report Card, Campus Report Card, and Eduphoria STRIVE Reporting

Summative Evaluation: None

Strategy 1: Strategy 1: Each campus administrator will conduct a minimum of 5 documented walkthroughs and/or observation/feedback meetings per week.

Strategy's Expected Result/Impact: Increased performance on all STAAR EOCs, higher quality projects, and developing learners that are adaptable problem solvers and life long learners.

Staff Responsible for Monitoring: Principal, Dean of Students, and Teachers

Title I Schoolwide Elements: None

TEA Priorities: None

ESF Levers: None

Problem Statements:
Student Achievement 1, 2, 3
School Culture and Climate 2
Curriculum, Instruction, and Assessment 1, 2
School Context and Organization 1

Funding Sources:
None

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Strategy 2: Strategy 2: Utilize Opportunity Culture to extend the reach of excellent teachers and their teams during 2020-2021.

Strategy's Expected Result/Impact: Increased performance on all STAAR EOCs, higher quality projects, and developing learners that are adaptable problem solvers and life long learners.

Staff Responsible for Monitoring: Principal, Dean of Students, and Teachers

Title I Schoolwide Elements: None

TEA Priorities: None

ESF Levers: None

Problem Statements:
Staff Quality, Recruitment, and Retention 1

Funding Sources:
None

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Strategy 3: Strategy 3: Utilize the New Tech Network to support classroom teachers in current, research science based project-based learning practices.

Strategy's Expected Result/Impact: Yearly support by a NTN Network Support Coach. Access to the LMS (Echo). Annual updated training via the New Tech Network at the New Tech Annual Conference.

Staff Responsible for Monitoring: Principal, Dean of Students, Instructional Specialist, and Teachers

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:
NTN Fees Local 199-13-6497-00-011-11- $25,000
NTN Staff Development Local 199-13-6411-00-011-11- $40,000

ESF Levers: None

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Student Achievement

Problem Statement 1: The lowest area of performance on the English I STAAR EOC was Reporting Category 4 (Writing Composition). NTO scored 61% in this area and the state was at 51%. **Root Cause:** Learners are coming in from middle school with gaps in literacy and writing. Eight graders are testing in Reading and not in Writing. Freshmen are also adjusting from a traditional middle school model into a project-based learning high school.

Problem Statement 2: The lowest area of performance on the English II STAAR EOC was Reporting Category 4 (Writing Composition). NTO scored 57% in this area and the state was at 44%. **Root Cause:** Writing was strongly emphasized campus wide across content areas, but not targeted on the specific writing style required for the English II EOC at the sophomore level (persuasive).

Problem Statement 3: NTO was below the district (score of 65) and state (score of 69) average on the English II STAAR EOC for Academic Growth. NTO scored below both the district and state with a score of63. **Root Cause:** Students are not showing enough growth from English I to English II. We are not meeting the needs of all learners in regards to growth measures. The lowest area of performance on the English II STAAR EOC is Reporting Category 4 (Composition) and Reporting Category 1 (Understanding/Analysis Across Genres).

School Culture and Climate

Problem Statement 2: NTO has shown a non-correlation when comparing course failure rates to the mastery of TEKS (based on STAAR EOC assessments). The average approaches standards across EOCs is 92.2%, meets is 74.6%, and masters is 24.4% in comparison the average failure rate across content areas is 15%. **Root Cause:** Misunderstanding that the amount of course work does not necessarily correlate to mastery of content material.

Staff Quality, Recruitment, and Retention

Problem Statement 1: Although NTO started the 2020-21 school year with 0 vacancies, teacher candidates for vacant positions are limited and difficult to fill. Finding and seeking candidates that are a strong fit for, or experience with project-based learning can often be difficult. **Root Cause:** Competitive pay and promotional opportunities makes it difficult to retain teachers in the area of Ector County. There are state and local barriers in receiving certification.

Curriculum, Instruction, and Assessment

Problem Statement 1: The delivery and implementation of project-based learning sometimes varies from classroom to classroom. **Root Cause:** Project-based learning is an advanced method of instruction delivery that requires extensive planning time, ongoing training, and consistent evaluation and feedback from year-to-year. For the 2019-2020 school year, 5% - 10% lacked clear and thorough lesson plans, feedback was not given in a timely manner.

Problem Statement 2: NTO teachers struggle with planning projects that are rigorous, authentic, literacy heavy, and engaging for all learners. **Root Cause:** Time management is an issue commonly expressed by teachers. Teachers need extensive and ongoing trainin2987 the project-based learning cycle and using the project planning toolkit forms and

building thorough Echo agendas. Teachers also require time to collaborate and receive feedback about their projects prior to building Project Briefcases in Echo. Only about 3% of Adult Learning time was used for Critical Friends (project critique).

School Context and Organization

Problem Statement 1: Teachers do not commonly observe other teachers in the classroom to share best practices with one another. **Root Cause:** Fewer than 4% of teachers (only occurs math department) teach the same course as their colleagues due to being a smaller school model. Due to master scheduling and shared planning, teachers in the same content area all have conference at the same time and are unable to observe their peers.

Goal 3: Learning Journey: ECISD and NTO will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.

Performance Objective 1: Performance Objective 1: The percentage of students reading on grade level in grades K-2 will increase 4% from the BOY MAP to EOY MAP assessment.

Evaluation Data Sources: Texas Academic Performance Reports, Federal Report Card, and Campus Report Card.

Summative Evaluation: None

Strategy 1: N/A

Strategy's Expected Result/Impact: N/A

Staff Responsible for Monitoring: N/A

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 2: Performance Objective 2: 3rd grade reading "Meets" percentages will increase from _____% (2019 STAAR) to ___(+4% min.)___ as measured by the 2021 STAAR assessment.

Evaluation Data Sources: N/A

Summative Evaluation: None

Strategy 1: N/A		
Strategy's Expected Result/Impact: N/A **Staff Responsible for Monitoring:** N/A **Title I Schoolwide Elements:** None **TEA Priorities:** None **ESF Levers:** None	**Problem Statements:** None **Funding Sources:** None	**Formative** **Oct** **Jan** **Mar** **Summative** **May**

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3: Performance Objective 3: 3rd grade math "Meets" percentages will increase from _____% (2019 STAAR) to ___(+4% min.)___ as measured by the 2021 STAAR assessment.

Evaluation Data Sources: N/A

Summative Evaluation: None

Strategy 1: N/A

Strategy's Expected Result/Impact: N/A

Staff Responsible for Monitoring: N/A

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 4: Performance Objective 4: 6th grade reading "Meets" percentages will increase from _____% (2019 STAAR) to ___(+4% min.)___ as measured by the 2021 STAAR assessment.

Evaluation Data Sources: N/A

Summative Evaluation: None

Strategy 1: N/A

Strategy's Expected Result/Impact: N/A

Staff Responsible for Monitoring: N/A

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 5: Performance Objective 5: 6th grade math "Meets" percentages will increase from _____% (2019 STAAR) to ___(+4% min.)___ as measured by the 2021 STAAR assessment.

Evaluation Data Sources: N/A

Summative Evaluation: None

Strategy 1: N/A

Strategy's Expected Result/Impact: N/A

Staff Responsible for Monitoring: N/A

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 6: Performance Objective 6: 8th grade reading "Meets" percentages will increase from _____% (2019 STAAR) to ___(+4% min.)___ as measured by the 2021 STAAR assessment.

Evaluation Data Sources: N/A

Summative Evaluation: None

Strategy 1: N/A

Strategy's Expected Result/Impact: N/A

Staff Responsible for Monitoring: N/A

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 7: Performance Objective 7: 8th grade math "Meets" percentages will increase from _____% (2019 STAAR) to ___(+4% min.)___ as measured by the 2021 STAAR assessment.

Strategy 1: N/A

Strategy's Expected Result/Impact: N/A

Staff Responsible for Monitoring: N/A

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 8: Performance Objective 8: 8th grade science "Meets" percentages will increase from _____% (2019 STAAR) to ___(+5% min.)___ as measured by the 2021 STAAR assessment.

Evaluation Data Sources: N/A

Summative Evaluation: None

Strategy 1: N/A

Strategy's Expected Result/Impact: N/A

Staff Responsible for Monitoring: N/A

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 9: Performance Objective 9: The percentage of students scoring "Meets" on the 1st administration of the Algebra 1 EOC will increase from 55% (2019 STAAR) to 59% as measured by the 2021 STAAR assessment.

Evaluation Data Sources: Texas Academic Performance Reports, Federal Report Card, Campus Report Card, Benchmark Data, Short Cycle Assessment Data, and formal/informal assessment data

Summative Evaluation: None

Strategy 1: Strategy 1: NTO will provide differentiated instruction through project-based learning, the implementation of College Readiness Assessments, and Literacy Tasks in Algebra I. NTO will also have targeted. data-driven PLC work for the whole staff to support Algebra I learners.

Strategy's Expected Result/Impact: Increased Algebra I "Meets" scores by 4%.

Staff Responsible for Monitoring: Principal, Dean of Students, Counselor, Instructional Specialist, and Teachers

Title I Schoolwide Elements: None

TEA Priorities: None

ESF Levers: None

Problem Statements:
School Culture and Climate 2

Funding Sources:
ECISD Math Supplies Local 199.11-6399-79-011-11- $800

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

School Culture and Climate

Problem Statement 2: NTO has shown a non-correlation when comparing course failure rates to the mastery of TEKS (based on STAAR EOC assessments). The average approaches standards across EOCs is 92.2%, meets is 74.6%, and masters is 24.4% in comparison the average failure rate across content areas is 15%. **Root Cause:** Misunderstanding that the amount of course work does not necessarily correlate to mastery of content material.

Performance Objective 10: Performance Objective 10: The percentage of students scoring "Meets" on the 1st administration of the English 1 EOC will increase from 55% (2019 STAAR) to 59% as measured by the 2021 STAAR assessment.

Evaluation Data Sources: Texas Academic Performance Reports, Federal Report Card, Campus Report Card, Benchmark Data, Short Cycle Assessment Data, and formal/informal assessment data

Summative Evaluation: None

Strategy 1: Strategy 1: NTO will provide differentiated instruction through project-based learning, the implementation of College Readiness Assessments, and Literacy Tasks in English I. NTO will also have targeted. data-driven PLC work for the whole staff to support Algebra I learners.

Strategy's Expected Result/Impact: Increased English I "Meets" scores by 4%.

Staff Responsible for Monitoring: Principal, Dean of Students, Counselor, Instructional Specialist, and Teachers

Title I Schoolwide Elements: None

TEA Priorities: None

ESF Levers: None

Problem Statements:
Demographics 2
Student Achievement 1
School Culture and Climate 2

Funding Sources:
ECISD ELA Supplies Local 199-11-6399-85-011-11- $800

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Demographics

Problem Statement 2: For the English I STAAR EOC, 40% of special education students received "At Approaches Grade Level or Above" during the Spring 2019 administration. **Root Cause:** Learners are coming from all six middle schools and also other middle school options. Learners are new to project-based learning. Learners in the 8th grade are testing in Reading and not Writing.

Student Achievement

Problem Statement 1: The lowest area of performance on the English I STAAR EOC was Reporting Category 4 (Writing Composition). NTO scored 61% in this area and the state was at 51%. **Root Cause:** Learners are coming in from middle school with gaps in literacy and writing. Eight graders are testing in Reading and not in Writing. Freshmen are also adjusting from a traditional middle school model into a project-based learning high school.

School Culture and Climate

Problem Statement 2: NTO has shown a non-correlation when comparing course failure rates to the mastery of TEKS (based on STAAR EOC assessments). The average approaches standards across EOCs is 92.2%, meets is 74.6%, and masters is 24.4% in comparison the average failure rate across content areas is 15%. **Root Cause:** Misunderstanding that the amount of course work does not necessarily correlate to mastery of content material.

Performance Objective 11: Performance Objective 11: The percentage of students that Met Standard on all subjects/grades tested will increase from 70% (2019 STAAR) to 74% as measured by the 2021 STAAR assessment.

Evaluation Data Sources: Texas Academic Performance Reports, Federal Report Card, Campus Report Card, Benchmark Data, Short Cycle Assessment Data, and formal/informal assessment data

Summative Evaluation: None

Strategy 1: Strategy 1: NTO will provide differentiated instruction through project-based learning, the implementation of College Readiness Assessments, and Literacy Tasks across all content areas.

Strategy's Expected Result/Impact: Increased "Meets" scores by 4% for all STAAR EOCS.

Staff Responsible for Monitoring: Principal, Dean of Students, Counselor, Instructional Specialist, and Teachers

Title I Schoolwide Elements: None

TEA Priorities: None

ESF Levers: None

Problem Statements:
Demographics 1, 2
Student Achievement 1, 2, 3

Funding Sources:
None

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Demographics

Problem Statement 1: For the English II STAAR EOC, 40% of special education students passed during the Spring 2019 administration. **Root Cause:** Learners have learning gaps. For some learners, they are going from regular classes to Pre AP classes and eventually AP / Dual Credit classes.

Problem Statement 2: For the English I STAAR EOC, 40% of special education students received "At Approaches Grade Level or Above" during the Spring 2019 administration. **Root Cause:** Learners are coming from all six middle schools and also other middle school options. Learners are new to project-based learning. Learners in the 8th grade are testing in Reading and not Writing.

Student Achievement

Problem Statement 1: The lowest area of performance on the English I STAAR EOC was Reporting Category 4 (Writing Composition). NTO scored 61% in this area and the state was at 51%. **Root Cause:** Learners are coming in from middle school with gaps in literacy and writing. Eight graders are testing in Reading and not in Writing. Freshmen are also adjusting from a traditional middle school model into a project-based learning high school.

Problem Statement 2: The lowest area of performance on the English II STAAR EOC was Reporting Category 4 (Writing Composition). NTO scored 57% in this area and the state was at 44%. **Root Cause:** Writing was strongly emphasized campus wide across content areas, but not targeted on the specific writing style required for the English II EOC at the sophomore level (persuasive).

Problem Statement 3: NTO was below the district (score of 65) and state (score of 69) average on the English II STAAR EOC for Academic Growth. NTO scored below both the district and state with a score of63. **Root Cause:** Students are not showing enough growth from English I to English II. We are not meeting the needs of all learners in regards to growth measures. The lowest area of performance on the English II STAAR EOC is Reporting Category 4 (Composition) and Reporting Category 1 (Understanding/Analysis Across Genres).

Performance Objective 12: Performance Objective 12: The percentage of students meeting or exceeding the growth target will increase from 66% (2019 STAAR) to 69% as measured by the 2021 STAAR assessment.

Evaluation Data Sources: Texas Academic Performance Reports, Federal Report Card, Campus Report Card, Benchmark Data, Short Cycle Assessment Data, and formal/informal assessment data

Summative Evaluation: None

Strategy 1: Strategy 1: NTO will provide differentiated instruction through project-based learning, the implementation of College Readiness Assessments, and Literacy Tasks in English II and Algebra I.

Strategy's Expected Result/Impact: Increased growth target by 3% (Algebra I and English II).

Staff Responsible for Monitoring: Principal, Dean of Students, Counselor, Instructional Specialist, and Teachers

Title I Schoolwide Elements: None

TEA Priorities: None

ESF Levers: None

Problem Statements:
Student Achievement 3

Funding Sources:
None

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Student Achievement

Problem Statement 3: NTO was below the district (score of 65) and state (score of 69) average on the English II STAAR EOC for Academic Growth. NTO scored below both the district and state with a score of63. **Root Cause:** Students are not showing enough growth from English I to English II. We are not meeting the needs of all learners in regards to growth measures. The lowest area of performance on the English II STAAR EOC is Reporting Category 4 (Composition) and Reporting Category 1 (Understanding/Analysis Across Genres).

Performance Objective 13: Performance Objective 13: The percentage of students earning CCMR credit will increase from 80.3% in 2020 to 82.3% in 2021.

Evaluation Data Sources: Texas Academic Performance Reports, Federal Report Card, and Campus Report Card

Summative Evaluation: None

Strategy 1: Strategy 1: NTO will provide differentiated instruction through project-based learning, the implementation of College Readiness Assessments, and Literacy Tasks. Increase CTE certification tracks and exam certifications, offer AP/SAT/ASVAB testing, be targeted and strategic with TSI testing, and enroll all seniors in the Project Based Research Design course.

Strategy's Expected Result/Impact: Increased CCMR credit by 2%.

Staff Responsible for Monitoring: Principal, Dean of Students, Counselor, Instructional Specialist, and Teachers

Title I Schoolwide Elements: None

TEA Priorities: None

ESF Levers: None

Problem Statements:
Curriculum, Instruction, and Assessment 1

Funding Sources:
Dual Credit Tuition Local 199-11-6229-00-011-11 $150,000

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 No Progress Accomplished Continue/Modify Discontinue

Curriculum, Instruction, and Assessment

Problem Statement 1: The delivery and implementation of project-based learning sometimes varies from classroom to classroom. **Root Cause:** Project-based learning is an advanced method of instruction delivery that requires extensive planning time, ongoing training, and consistent evaluation and feedback from year-to-year. For the 2019-2020 school year, 5% - 10% lacked clear and thorough lesson plans, feedback was not given in a timely manner.

Performance Objective 14: Performance Objective 14: The four-year campus graduation rate will increase from 91.4% in 2020 to 92.4% in 2021.

Evaluation Data Sources: Texas Academic Performance Reports, Federal Report Card, Campus Report Card, Benchmark Data, Short Cycle Assessment Data, and formal/informal assessment data

Summative Evaluation: None

Strategy 1: Strategy 1: Increased SEL support, enroll all seniors in the Project Based Research Design course, increased support for high at-risk students, and one on one mentoring. Provide differentiated instruction through project-based learning to engage all learners.

Strategy's Expected Result/Impact: Increased four-year campus graduation rate by 1%.

Staff Responsible for Monitoring: Principal, Dean of Students, Counselor, Instructional Specialist, and Teachers

Title I Schoolwide Elements: None

TEA Priorities: None

ESF Levers: None

Problem Statements:
School Culture and Climate 1, 2
Parent and Community Engagement 2

Funding Sources:
Misc Graduation Needs Local 199-23-6499-02-011-99 $4,000

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

School Culture and Climate

Problem Statement 1: NTO loses 5% of learners every year to the comprehensive high schools and other high school options. **Root Cause:** Learners who left have expressed a lack of support, they felt the school required a high amount of work, and found some difficulty with project-based learning.

Problem Statement 2: NTO has shown a non-correlation when comparing course failure rates to the mastery of TEKS (based on STAAR EOC assessments). The average approaches standards across EOCs is 92.2%, meets is 74.6%, and masters is 24.4% in comparison the average failure rate across content areas is 15%. **Root Cause:** Misunderstanding that the amount of course work does not necessarily correlate to mastery of content material.

Parent and Community Engagement

Problem Statement 2: 10% of parents have expressed struggling with understanding project-based learning instruction and Echo LMS especially at the freshmen level. **Root Cause:** There is a lack of opportunities for parents to be involved at the campus. There is also a lack of workshops to educated parents on project-based learning and how to use the new Echo system. Parents do know how to best support their learners with project-based learning. Project-based learning and Echo is especially new to freshmen and new incoming students.

Performance Objective 15: Performance Objective 15: Implement innovative instructional models which enable personalized learning for all students.

Evaluation Data Sources: Texas Academic Performance Reports, Federal Report Card, Campus Report Card, Benchmark Data, Short Cycle Assessment Data, and formal/informal assessment data

Summative Evaluation: None

Strategy 1: Strategy 1: Implement assessment models that ensure teachers and students are able to monitor their learning and growth. Assessment models will include the following: MAP Growth Assessments, Formative Assessments, and Aggressive Monitoring

Strategy's Expected Result/Impact: Increased performance on all STAAR EOCs, higher quality projects, and developing learners that are adaptable problem solvers and life-long learners.

Staff Responsible for Monitoring: Principal, Dean of Students, Counselor, Instructional Specialist, and Teachers

Title I Schoolwide Elements: None

TEA Priorities: None

ESF Levers: None

Problem Statements:
Curriculum, Instruction, and Assessment 1

Funding Sources:
None

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Strategy 2: Strategy 2: Implement research based instructional models which enable personalized learning for all students, including the following: Blended Learning, Balanced Literacy, Enriched Advanced Academics, and/or Project Based Learning

Strategy's Expected Result/Impact: Increased performance on all STAAR EOCs, higher quality projects, and developing learners that are adaptable problem solvers and life-long learners.

Staff Responsible for Monitoring: Principal, Dean of Students, Counselor, Instructional Specialist, and Teachers

Title I Schoolwide Elements: None

TEA Priorities: None

ESF Levers: None

Problem Statements:
Curriculum, Instruction, and Assessment 1

Funding Sources:
None

Formative
Oct
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Mar
Summative
May

Strategy 3: Strategy 3: Principal will implement Professional Learning Communities (PLCs) where teams implement the Data-Driven Instructional process, develop TEKS knowledge (Know/Show charts), implement the coaching model of Observation/Feedback, and plan for student mastery of learning objectives through a personalized learning path

Strategy's Expected Result/Impact: Increased performance on all STAAR EOCs, higher quality projects, and developing learners that are adaptable problem solvers and life-long learners.

Staff Responsible for Monitoring: Principal, Dean of Students, Counselor, Instructional Specialist, and Teachers

Title I Schoolwide Elements: None

TEA Priorities: None

ESF Levers: None

Problem Statements:
School Context and Organization 1, 2

Funding Sources:
None

Formative
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Summative
May

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Curriculum, Instruction, and Assessment

Problem Statement 1: The delivery and implementation of project-based learning sometimes varies from classroom to classroom. **Root Cause:** Project-based learning is an advanced method of instruction delivery that requires extensive planning time, ongoing training, and consistent evaluation and feedback from year-to-year. For the 2019-2020 school year, 5% - 10% lacked clear and thorough lesson plans, feedback was not given in a timely manner.

School Context and Organization

Problem Statement 1: Teachers do not commonly observe other teachers in the classroom to share best practices with one another. **Root Cause:** Fewer than 4% of teachers (only occurs math department) teach the same course as their colleagues due to being a smaller school model. Due to master scheduling and shared planning, teachers in the same content area all have conference at the same time and are unable to observe their peers.

Problem Statement 2: Adult learning time was limited and created gaps in instructional delivery of project-based learning instruction. This also meant less access for colleagues to creatively critique each other's project rollouts, scaffolding, benchmarks, and final products.. **Root Cause:** Switch from face-to-face teaching to virtual learning due to COVID-19. Alterations made to weekly scheduling. For the 2020-21 school year, the needs for schedule alignment with the comprehensive high schools and embedded SEL time on a daily basis.

Performance Objective 16: Performance Objective 16: Create systems that support all graduating seniors to and through college, career and military decisions.

Evaluation Data Sources: Texas Academic Performance Reports, Federal Report Card, Campus Report Card, Benchmark Data, Short Cycle Assessment Data, and formal/informal assessment data

Summative Evaluation: None

Strategy 1: Strategy 1: Students not meeting Texas Success Initiative readiness will be enrolled in the College Prep English Language Arts and/or College Prep Math courses. Campuses will offer the TSIA to all Juniors and Seniors and to all Freshmen and Sophomores as needed for College Career Military Readiness.

Strategy's Expected Result/Impact: Increased CCMR efforts, 100% graduation rate, and 100% admission to a college/university or military.

Staff Responsible for Monitoring: Principal, Dean of Students, Counselor, Instructional Specialist, and Teachers

Title I Schoolwide Elements: None

TEA Priorities: None

ESF Levers: None

Problem Statements:
School Culture and Climate 1

Funding Sources:
None

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Strategy 2: Strategy 2: Middle school through high school students, parents, counselors and teachers will be provided information annually concerning dual credit, higher education admissions, financial aid, TEXAS grant, TEACH for TEXAS grant to guide their decisions on course selections. Seniors will be provided assistance with college admissions, FAFSA, and scholarship information.

Strategy's Expected Result/Impact: Increased CCMR efforts, 100% graduation rate, and 100% admission to a college/university or military.

Staff Responsible for Monitoring: Principal, Dean of Students, Counselor, Instructional Specialist, and Teachers

Title I Schoolwide Elements: None

TEA Priorities: None

ESF Levers: None

Problem Statements:
School Culture and Climate 1

Funding Sources:
None

Formative
Oct
Jan
Mar
Summative
May

No Progress | Accomplished | Continue/Modify | Discontinue

School Culture and Climate

Problem Statement 1: NTO loses 5% of learners every year to the comprehensive high schools and other high school options. **Root Cause:** Learners who left have expressed a

lack of support, they felt the school required a high amount of work, and found some difficulty with project-based learning.

Performance Objective 17: Performance Objective 17: Students achieving the AP/IB passing standard will increase from 28.4% to 30.4% by May 2021.

Evaluation Data Sources: College Board / AP Score Reporting

Summative Evaluation: None

Strategy 1: All AP teachers will have NMSI training and implement the strategies and practices in the classroom.

Strategy's Expected Result/Impact: Increased AP exams scores by 2%.

Staff Responsible for Monitoring: Principal, Dean of Students, Counselor, Instructional Specialist, and Teachers

Title I Schoolwide Elements: None

TEA Priorities: None

ESF Levers: None

Problem Statements:
Curriculum, Instruction, and Assessment 1
School Context and Organization 2

Funding Sources:
None

Formative
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Summative
May

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Curriculum, Instruction, and Assessment

Problem Statement 1: The delivery and implementation of project-based learning sometimes varies from classroom to classroom. **Root Cause:** Project-based learning is an advanced method of instruction delivery that requires extensive planning time, ongoing training, and consistent evaluation and feedback from year-to-year. For the 2019-2020 school year, 5% - 10% lacked clear and thorough lesson plans, feedback was not given in a timely manner.

School Context and Organization

Problem Statement 2: Adult learning time was limited and created gaps in instructional delivery of project-based learning instruction. This also meant less access for colleagues to creatively critique each other's project rollouts, scaffolding, benchmarks, and final products.. **Root Cause:** Switch from face-to-face teaching to virtual learning due to COVID-19. Alterations made to weekly scheduling. For the 2020-21 school year, the needs for schedule alignment with the comprehensive high schools and embedded SEL time on a daily basis.

Performance Objective 18: Performance Objective 18: 11th grade students achieving the PSAT/NMSQT benchmark will increase from 18% to 21% by May 2021.

Evaluation Data Sources: College Board Score Reporting

Summative Evaluation: None

Strategy 1: Offering PSAT/NMSQT support campus, enrolling all Juniors in College Transition (SAT Prep.) course. Also, providing differentiated instruction through project-based learning, the implementation of College Readiness Assessments, and Literacy Tasks.

Strategy's Expected Result/Impact: Increased PSAT/NMSQT benchmark scores by 3%.

Staff Responsible for Monitoring: Principal, Dean of Students, Counselor, Instructional Specialist, and Teachers

Title I Schoolwide Elements: None

TEA Priorities: None

ESF Levers: None

Problem Statements:
Curriculum, Instruction, and Assessment 1, 2

Funding Sources:
None

Formative	Summative
Oct	
Jan	
Mar	May

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Curriculum, Instruction, and Assessment

Problem Statement 1: The delivery and implementation of project-based learning sometimes varies from classroom to classroom. **Root Cause:** Project-based learning is an advanced method of instruction delivery that requires extensive planning time, ongoing training, and consistent evaluation and feedback from year-to-year. For the 2019-2020 school year, 5% - 10% lacked clear and thorough lesson plans, feedback was not given in a timely manner.

Problem Statement 2: NTO teachers struggle with planning projects that are rigorous, authentic, literacy heavy, and engaging for all learners. **Root Cause:** Time management is an issue commonly expressed by teachers. Teachers need extensive and ongoing training on the project-based learning cycle and using the project planning toolkit forms and building thorough Echo agendas. Teachers also require time to collaborate and receive feedback about their projects prior to building Project Briefcases in Echo. Only about 3% of Adult Learning time was used for Critical Friends (project critique).

Performance Objective 19: Performance Objective 19: The COC McKinney Vento Homeless and English Learner Grad Lab Drop Out Recovery Program will increase enrollment by 10% at each quarter. (Enrollment will be for McKinney Vento Homeless and English Learning students who have dropped out or were about to drop out.) 70% of the students enrolled in the COC Grad Lab Drop Out Recovery Program will continue to be enrolled and matriculating towards graduation.

Evaluation Data Sources: Texas Academic Performance Reports, Federal Report Card, Campus Report Card, and SQL Reporting

Summative Evaluation: None

Strategy 1: Manage and monitor weekly attendance closely. Create incentives to promote high rates of weekly attendance. Create a safe and supportive environment where students want to come to school daily and teachers know and understand the context of student support needed. Create engaging learning through project-based learning to motivate student participation.

Strategy's Expected Result/Impact: 100% graduation rate.

Staff Responsible for Monitoring: Principal, Dean of Students, Counselor, Instructional Specialist, and Teachers

Title I Schoolwide Elements: None

TEA Priorities: None

ESF Levers: None

Problem Statements:
Demographics 1, 2
Student Achievement 1, 2, 3
School Culture and Climate 1, 2
Curriculum, Instruction, and Assessment 1, 2

Funding Sources:
None

Formative
Oct
Jan
Mar
Summative
May

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Demographics

Problem Statement 1: For the English II STAAR EOC, 40% of special education students passed during the Spring 2019 administration. **Root Cause:** Learners have learning gaps. For some learners, they are going from regular classes to Pre AP classes and eventually AP / Dual Credit classes.

Problem Statement 2: For the English I STAAR EOC, 40% of special education students received "At Approaches Grade Level or Above" during the Spring 2019 administration. **Root Cause:** Learners are coming from all six middle schools and also other middle school options. Learners are new to project-based learning. Learners in the 8th grade are testing in Reading and not Writing.

Student Achievement

Problem Statement 1: The lowest area of performance on the English I STAAR EOC was Reporting Category 4 (Writing Composition). NTO scored 61% in this area and the state was at 51%. **Root Cause:** Learners are coming in from middle school with gaps in literacy and writing. Eight graders are testing in Reading and not in Writing. Freshmen are also adjusting from a traditional middle school model into a project-based learning high school.

Problem Statement 2: The lowest area of performance on the English II STAAR EOC was Reporting Category 4 (Writing Composition). NTO scored 57% in this area and the state was at 44%. **Root Cause:** Writing was strongly emphasized campus wide across content areas, but not targeted on the specific writing style required for the English II EOC at the sophomore level (persuasive).

Problem Statement 3: NTO was below the district (score of 65) and state (score of 69) average on the English II STAAR EOC for Academic Growth. NTO scored below both the district and state with a score of63. **Root Cause:** Students are not showing enough growth from English I to English II. We are not meeting the needs of all learners in regards to growth measures. The lowest area of performance on the English II STAAR EOC is Reporting Category 4 (Composition) and Reporting Category 1 (Understanding/Analysis Across Genres).

School Culture and Climate

Problem Statement 1: NTO loses 5% of learners every year to the comprehensive high schools and other high school options. **Root Cause:** Learners who left have expressed a lack of support, they felt the school required a high amount of work, and found some difficulty with project-based learning.

Problem Statement 2: NTO has shown a non-correlation when comparing course failure rates to the mastery of TEKS (based on STAAR EOC assessments). The average approaches standards across EOCs is 92.2%, meets is 74.6%, and masters is 24.4% in comparison the average failure rate across content areas is 15%. **Root Cause:** Misunderstanding that the amount of course work does not necessarily correlate to mastery of content material.

Curriculum, Instruction, and Assessment

Problem Statement 1: The delivery and implementation of project-based learning sometimes varies from classroom to classroom. **Root Cause:** Project-based learning is an advanced method of instruction delivery that requires extensive planning time, ongoing training, and consistent evaluation and feedback from year-to-year. For the 2019-2020 school year, 5% - 10% lacked clear and thorough lesson plans, feedback was not given in a timely manner.

Problem Statement 2: NTO teachers struggle with planning projects that are rigorous, authentic, literacy heavy, and engaging for all learners. **Root Cause:** Time management is an issue commonly expressed by teachers. Teachers need extensive and ongoing training on the project-based learning cycle and using the project planning toolkit forms and building thorough Echo agendas. Teachers also require time to collaborate and receive feedback about their projects prior to building Project Briefcases in Echo. Only about 3% of Adult Learning time was used for Critical Friends (project critique).

State Compensatory

Budget for New Tech Odessa High School

Account Code	Account Title	Budget
6100 Payroll Costs		
1	6112 Salaries or Wages for Substitute Teachers or Other Professionals	$270,000.00
	6100 Subtotal:	**$270,000.00**

Personnel for New Tech Odessa High School

Name	Position	Program	FTE
AVID Teacher	AVID Teacher	State Comp Ed	1
Instructional Specialist	Instructional Specialist	State Comp Ed	1
Special Education Teacher	Special Education Teacher	State Comp Ed	1

Plan Notes

Federal/State Required Priority Goals:

Federal State priority goals (SP) are integrated throughout the district improvement plan within the performance objectives identified. The performance objective (PO) will state at the conclusion of the objective which federal & state goals are supported by the objective if applicable.

(SP1.1) All campuses will implement researched and outcome based strategies based on school-wide reform to address gaps in student learning and performance in reading language arts, science, social studies & math to include the following targeted groups: all students, all limited English proficient students, migrant students, special needs students, and at risk students in a timely manner. (Goal 1, PO 1, PO 3, PO5)

(SP1.2) All students will reach high academic standards, at a minimum attaining proficiency or better in reading language arts, writing, math, science and social studies to include the following sub groups: all title one students, all students, all limited English proficient students, migrant students, special needs students, and at risk students in a timely manner. (Goal 1, PO 1, PO 3, PO 5)

(SP1.3) Improved performance for physical education: All students engaged in the state physical education assessment will show improvement. (Goal 1, PO 12)

(SP1.4) All students will be graduate prepared for college or career readiness. (Goal 1, PO 8, PO 9)

(SP1.5) Improved performance for attendance rate: The attendance rate for students in all targeted subgroups will increase to a minimum of 95%. (Goal 1, PO 13)

(SP1.6) Early childhood intervention for migrant students/ improved identification and recruitment of migrant students, improved graduation enhancement for migrant students and improved services coordination for migrant students will occur. (Goal 1, PO 1, PO 6)

(SP1.7) Improved performance for participation: TAKS/STAAR: All campuses will meet or exceed 95% participation for every subgroup and TAKS/STAAR subject tested. (Goal 1, PO 13)

(SP1.8) All students will graduate from high school to include all student subgroups. (Goal 1, PO 10, PO11)

(SP1.9) Campuses will provide graduation enhancement opportunities and secondary credit exchange and accrual for migrant students. (Goal 1, PO 1)

(SP2.1) Improved reporting for NGS & secondary credit exchange and accrual for migrant students will occur. (Goal 1, PO 1)

(SP2.2) Campuses will reduce drop outs through drop out recovery efforts. (Goal 1, PO 1, PO 9, PO 11)

(SP2.3) Transition planning will be addressed at each campus as appropriate to ensure minimal student interruption. (Goal 1, PO 3, PO 4, PO 5 & PO 6)

(SP2.4) Improved coordination of federal, state, and local funds by all stakeholders will occur to include migrant services coordination. (Goal 5, PO1)

(SP2.5) Pregnant students and student parents will be supported through a learning environment that is unique to their individual needs in order for them to graduate from high school. (Goal 1, PO 1, PO 3, PO5)

(SP2.6) District and campuses will ensure that discipline management practices are in place to provide learning environments that are safe, drug free, and conducive to learning. (Goal 2, PO 1, PO 3, PO5; Goal 3, PO 4)

(SP2.7) Campuses will provide student support for suicide prevention, violence prevention and intervention and harassment and dating violence. (Goal 2, PO 9)

(SP2.8) District and campuses will ensure that every campus has trained teams in the procedures for Texas Behavior Support Initiative (TBSI). (Goal 2, PO 9)

(SP2.9) Conflict resolution will be addressed to ensure a safe, orderly learning environment that promotes academic achievement, increased attendance and reduction in the number of discipline referrals and drop outs. (Goal 2, PO 9)

(SP2.10) Campuses will provide career education to assist students in developing the knowledge, skills and competencies necessary for a broad range of career opportunities and accelerated education. (Goal 1 PO 9)

(SP3.1) All campuses will maintain a professional development plan for teachers, principals and paraprofessionals that will be high quality and ongoing. (Goal 4, PO 4)

(SP3.2) All campuses will ensure that teachers are given the opportunity to give input in the development of academic assessments. (Goal 4)

Campus Funding Summary

Donated Funds					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	10	7	NTN College Access Grant Funds		$6,000.00
				Sub-Total	$6,000.00

Local					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	6	1	Macbooks	199-11-6397-99-011-11-	$137,400.00
1	7	1	Just Say No Supplies	199-31-6396-01-011-99-	$250.00
2	2	3	NTN Fees	199-13-6497-00-011-11-	$25,000.00
2	2	3	NTN Staff Development	199-13-6411-00-011-11-	$40,000.00
3	9	1	ECISD Math Supplies	199.11-6399-79-011-11-	$800.00
3	10	1	ECISD ELA Supplies	199-11-6399-85-011-11-	$800.00
3	13	1	Dual Credit Tuition	199-11-6229-00-011-11	$150,000.00
3	14	1	Misc Graduation Needs	199-23-6499-02-011-99	$4,000.00
				Sub-Total	$358,250.00

State Comp Ed					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	OdysseyWare	199-11-6497-40-011-11-	$17,231.00
				Sub-Total	$17,231.00
				Grand Total	$381,481.00

Addendums

Ector County Independent School District

Odessa Collegiate Academy

Improvement Plan

2020-2021

Accountability Rating: Not Rated: Declared State of Disaster

Distinction Designations:
Postsecondary Readiness

Board Approval Date: August 24, 2020
Public Presentation Date: September 14, 2020

Mission Statement

Believing OUR students are THE future, the mission of Ector County ISD is to **inspire** and **challenge**

every student to be **prepared for success** and to be **adaptable** in an ever-changing society.

As the OCA Family, we foster innovative leaders driven to forge the future.

#BlueWolfFamily #ForgeTheFuture #teamECISD #LeadershipMatters

Follow us on our school Facebook or Twitter page @OCAwolves

Vision

OUR students...THE future.

ALL Odessa Collegiate Academy students will graduate with an OCA High School Diploma and an Associate Degree from Odessa College

with the expecation that our students will transfer to a college university and graduate wiith a bachelor degree if a field / major of their choosing.

Core Beliefs

We Believe:

•We are driven by **equity** for every child. Every child in ECISD deserves a high quality rigorous academic experience.

•We are a **district of leaders** and will be on the forefront of this movement to improve education for children.

•We believe that our **most fragile** students should be **taught by our best educators**.

•We **believe in meeting students where they are** academically and socially/emotionally.

•We believe students deserve a **learning experience that is personalized**.

•We believe in **acceleration** over remediation and the **scaffolding** that supports acceleration.

•We believe that **assessment using multiple measures** drives learning.

•We believe that our **use of resources** to support learning, both fiscal and human, **must be effective and efficient**.

•We believe the **parents/guardians of our students** as well as our **community** are **integral to success**.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Odessa Collegiate Academy (OCA) is in its 6th year of existence. The ECISD School Board approved the name change of the school from Falcon ECHS to Odessa Collegiate Academy on June 11, 2019, being that the high school is now located on the Odessa College campus and no longer at the University of Texas of the Permian Basin. The first graduating class of the newly named Odessa Collegiate Academy was on May 22, 2020 with 100% of the Seniors graduating. All 66 of them. 59 of them earned their College Associate Degree from Odessa College. 3 of them earned their Core Completions Certificate of 42 hours. 3 of them earned 30 or more college hours.

Based on current district data, OCA's current enrollment is 377 which is 51 students higher than the enrollment of last school year. According to our current district data, there are currently 103 economically disadvantaged students, which is 32%, 15 students classified as English Learners (4.6%), 4 students classified as special education (1.2%), and 4 students classified as Homeless (1.2).

The current enrollment by race/ethnicity is; African American 10 (3.1%), Hispanic 192 (58.9%), White 104 (31.9%), American Indian 1 (.3%), Asian 14 (4.3%),

Pacific Islander 1 (.3%)and Multi Race 4 (1.2%)

Current Enrollment:

9th - 117 Students

10th - 109 Students

11th - 98 Students

12th - 53 Students

Total - 377 Students for the 2020-2021 school year and counting as of July 24, 2020

Demographics Strengths

OCA has a growing student population that includes Economically Disadvantaged, ELs, McKinney-Vento, EL, and Special Education students.

Below are 2018 - 2019 State Progress Measures and Ratings on our School Report Card that is posted on our school website. Our data come straight from TEA website and is reported on our School Report Card :

Overall - 88 out 100 - Letter Grade B for the school.

Index 1: Student Achievement:

OCA scored an 89 out of 100

Index 2: Student Progress

OCA scored a 75 out of 100

Index 3: Closing the Performance Gaps

OCA scored an 85 out of 100

Post Secondary Readiness

OCA was recognized by TEA with a Distinction for having a high Post Secondary Readiness Rate.

AVID School Wide for All Students

For the AVID program, 100% of ALL students, grades 9-12, are enrolled in the program. The campus also offers AVID 1, 2, 3, & 4 for grades 9th-12th. The campus implements AVID school-wide.

Every student is enrolled in either a core Honors classes or a minimum of one dual credit course per term for qualifying students.

The campus goal is to be at capacity with 100 students per grade level, grades 9th-12th, with an enrollment of 400 students at capacity and 100 students graduating each year (as we grow).

Problem Statements Identifying Demographics Needs

Problem Statement 1: The campus currently is not at full capacity for student enrollment. **Root Cause:** The campus was recently relocated from UTPB to the Odessa College campus and renamed Odessa Collegiate Academy on June 11, 2019. A barrier for the students to continue with dual credit courses has been a lack of passing scores for the TSI (college entrance readiness exam). A few students have been exited from the program due to lack of passing the TSI , poor attendance, and poor grades. OCA is currently at record enrollment of 377. It was at 212 in May of 2019. However, our goal is to be over 400 students. Also, our new MOU with ECISD and OC wants each grade level to be at 125 with the goal of the school to be at maximum enrollment of 500 students. It will help tremendously when we graduate our small Senior class (53 students) we inherited from Falcon ECHS, which is the last students from the old program.

Problem Statement 2: The number of At-Risk and Economic Disadvantaged populations at the campus level do not match or are higher than those populations on the District level. **Root Cause:** The campus administration needs to recruit, encourage and seek out more At-Risk and Economically Disadvantaged students (overall) to apply for enrollment. OCA continues to enroll at-risk and economically disadvantage students. Though we have improved marginally, this is an area that needs to improve greatly with better targeted recruiting of at-risk and economically disadvantage students for our program.

Student Achievement

Student Achievement Summary

OCA'a overall accountability was a Letter Grade of "B", 88 out of 100.

The state accountability ratings are based on three performance indices:

Student Achievement:

OCA scored an 89 out of 100

Student Progress:

OCA scored 75 out of 100

Closing the Gaps:

OCA scored 85 out of 100

OCA earned a Distinction in Post Secondary Readiness

OCA ECHS Met Standard in the 2018-2019 school year.

The was no accountability rating for the 2019-2020 school year due to the COVID-19 Crisis.

Student Achievement Strengths

90% of OCA students scored at the Approaches Level (passed) for all EOC tested subjects.

67% of OCA students scored at the Meets Level for all EOC tested subjects.

21% of OCA students scored at the Masters Level for all EOC tested subjects.

This was for the 2018-2019 school year.

The was no accountability rating for the 2019-2020 school year due to the COVID-19 Crisis.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): Although 90% of students passed their EOC's, only 21% scored at masters (2 point increase from the previous year) **Root Cause:** Lack of carry over from approaches to meets and from meets to masters. Scores in mathematics were the most dramatic at 72% approaches to only 30% meets, and 9% masters.

Problem Statement 2: The school only met 1 Distinction from TEA this school year (last year, zero) which was a Distinction in Post Secondary Readiness. OCA did not receive a distinction in Academic Achievement in English/Language Arts, Mathematics, Science, Social Studies, and did not receive a distinction in the Top 25% for Comparative Academic Growth or Comparative Closing the Gaps. **Root Cause:** Students are not scoring high enough on EOC STAAR Exams.

Problem Statement 3: Students should be passing the Algebra I EOC at a much higher rate than 72% (Approaches) and should be passing at a much higher rate in ALL EOC tests concerning the Meets and Masters categories. **Root Cause:** Many students come to us with weak math skills from 8th grade. There also needs to be higher academic rigor and targeted tutoring in all EOC tested subjects to prepare our OCA students to be successful at a much higher rate.

School Culture and Climate

School Culture and Climate Summary

OCA is in the early stages of adoption of the ECHS model. With only 17 teachers and 377 students, the school has learned how to become self-reliant, operating with a skeleton staff but still managing to provide students with a well-rounded environment. All students qualify for college readiness in that all students who graduate have many more college hours than the 9 hour minimum. Alsmot all students graduate with over 60 college hours. Instructors at both Odessa College and ECISD, are professional and model master-teacher qualities and work cooperatively to prepare our students for a college university experience including being accepted into at least 3 universities.

OCA is working diligently to close the performance gaps of our student body. We want to ensure best practices throughout campus which include pursuing an aligned curriculum throughout the district, updating classroom technology, training teachers in best practice solutions for struggling learners, best lassroom management practices (CHAMPS), improved communications, providing early interventions, supporting professional learning communities and recruiting a quality teacher workforce.

Culture and climate is positive and supportive at OCA. The campus has high expectations of all stakeholders involved. TSI study opportunities are available through Odessa College with remediation. Expectations are set so that our students will leave us with the knowledge and skills necessary to pursue post-secondary education and careers. The campus is staffed one full-time teacher aimed at dual-credit facilitation to help strengthen and guide students as they matriculate through their college coursework.

OCA also uses the Youth Truth Survery annually for our students to survery their social and emotional needs while a student at our school.

School Culture and Climate Strengths

OCA works to provide best practice solutions to ensure all students learn and progress toward accomplishing our mission of making our student body world class leaders and life long learners. These include working toward an aligned curriculum, improved use of data to target early interventions for students, teacher support in job-embedded professional development, building the academic vocabulary of our student body, strategies to improve all student's higher-order thinking skills, instructional support programs for struggling students, and identification and support for the psycho-social needs of our students. Our faculty and staff work in unison toward the ultimate success of our students.

Strengths include a supportive School Board, Superintendent Leadership Team, supportive college presiddent and college administration at Odessa College, and campus administration focused toward school improvement and teamwork. Additionally, our faculty and staff are working toward best practice solutions to closing performance gaps though Laying the Foundation training.

Keeping expectations high where college readiness is the focus and students have the opportunity to be enrolled, participate, and be successful as a college student.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: The campus culture and climate is sensitive to change and is in need for stability, strong systems and structures, transparent communication, and an opportunity to build campus culture and create campus traditions. There also has been 3 principal changes in the last 4 school years. **Root Cause:** The campus transitions from one college partner to another. The transition from a four year university (UTPB) to a community college (Odessa College) has different variables. including a lack of identity for the school. Though we are in our 2nd year as Odessa Collegiate Academy, the Seniors still see themselves as former Falcon students.

Problem Statement 2: Students struggle with remote learning and a loss of belonging due to school shutting down Spring Break (March of 2020) due to the COVID-19 crisis. **Root Cause:** COVID-19 Pandemic and working strictly from home for our students. Lack of dependable internet connection at home has also impacted our students.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

OCA benefits from a variety of recruiting strategies to grow staff; including, increased recruiting participation by bilingual/ESL staff, alternative certification programs, college fairs, district and intrastate teacher fairs. Additionally, the district posts available positions on a variety of websites. ECISD undergoes a hiring process which ensures that candidates are credentialed for the positions they are seeking. Professional development provides staff with the tools needed to intervene and enrich the learning of all subgroups which includes supplemental support staff that provides job embedded training and resources for teachers on our campuses. Retention strategies include longevity pay, stipends for special program areas, and stipends for education beyond position requirement. The district uses staff recognition programs in conjunction with other retention strategies. There are quarterly checkpoints to ensure all staff members have updates certification in compliance with the state.

All secondary Honors/GT staff are Honors/GT trained/certified and all teachers are Highly Qualified in all subject areas. About half of our teachers have been to an AVID Summer Institute to be AVID trained. Most of our teachers have multiple preps within their certification to best support student scheduling needs.

As of July 6, 2020, OCA is fully staffed with 100% certified teachers.

Staff Quality, Recruitment, and Retention Strengths

Professional development is offered to all teachers and is ongoing throughout the school year through different learning modalities. These include best practice methodologies such as professional developers to model instruction on campus targeting reading, writing and math, data systems and depth and complexity of data, classroom management, AVID strategies, professional learning communities, language acquisition and closing the achievement gap for under-performing populations. Reimbursement of ESL supplemental testing fees and fees to attach supplemental to certificate is offered to increase number of ESL-certified teachers in the district. For a small campus, OCA has a veteran staff. Only 1 of our teachers this school year (2020-2021) are 1st year teachers.

OCA faculty members are recruited from ECISD job fairs and the HR department. Odessa College provides dual credit professors that are more than willing to help students with being successful as ECHS students and first year college students. All OCA teachers are supportive of the leadership team, each other, and students.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teacher candidates for vacant positions are limited and difficult to fill. **Root Cause:** Cost of living and finding teachers who want to live in West Texas make it difficult to retain teachers in the area of Ector County and the City of Odessa, Texas.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Research-based best practices curriculum, instruction and assessment are integral components to meeting the educational needs of our student body. Providing an aligned curriculum for all students in all core subject areas is vital and must be reinforced within tutoring to close the achievement gap. Additionally, resource allocations in the form of textbooks, supplemental materials and classroom technology use (student issued chromebooks) contribute to student performance by providing tools to utilize when educating students. Teachers, Instructional Coaches, ESL certified teachers, tutor support, and intervention services allow for the opportunity to close the achievement gap. STAAR, SBAs, DBAs, unit assessments, TELPAS assessments, and TSI scores allow for early identification of need and potential targets for intervention.

OCA is an AVID school. All our students ake AVID as an electuive each schgool year. The campus has two full time AVID teachers on staff. The campus highly utilizes and promotes WICOR strategies. The AVID program incorporates WICOR as the basis for instruction across the curriculum to improve learning and access for all students (W - Writing to learn, I - Inquiry, C - Collaboration, O - Organization, R - Reading to learn).

All sophomores and juniors will be administered the PSAT/NMSQT. All seniors will take the ASVAB. Also, all incoming freshman are required to take the TSI in order to qualify students for dual credit courses.

Curriculum, Instruction, and Assessment Strengths

The Curriculum and Instruction Department has worked diligently to allocate sufficient resources in the form of staff and programs directed at the diverse learning needs of our students while protecting the integrity of an aligned curriculum. In collaboration with Odessa College, students have been offered TSI support and tutorial opportunities.

MAP training will be included for the 2020-21 school year for our STAAR tested areas.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: All of our students have gaps in their learning. **Root Cause:** All our students come to our school with gaps in their learning. It is our responsibility to close the gaps that are apparent on STAAR testing.

Parent and Community Engagement

Parent and Community Engagement Summary

OCA promotes family and community involvement through the Community Outreach Center, press releases, district and school websites, two OCA social media sites, school newsletters, parent conferences, VIPS, Reind APP for all students, and Parent Link. Family and community members are encouraged to participate in numerous activities outside and within the classrooms including open house events, OCA Parent Nights, Orientation meetings, and PTA to name a few. Parents are also an integral part of helping to establish and form and continue school traditions.

The campus administration will visit frequently with parents and students to discuss campus needs, expectations, and any updates.

Parent and Community Engagement Strengths

Increased participation of family and community involvement through Volunteers in Public Schools and parent committee involvement at the campus and district level. Stakeholder surveys, OCA highlights, Parent/Community meetings for OCA programs provide opportunities for more involvement.

OCA provides opportunities for parents and students to learn of the educational benefits of our campus through multiple Parent Links, a much improved webpage and an active school Facebook page and Twitter page, recruitment at each of the middle schools, Parent Nights at Odessa College, and Informational Nights at OCA.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: There is low family and community participation. **Root Cause:** Lack of past communication between the campus and stakeholders.

Problem Statement 2: OCA currently does not have an active VIPS group. **Root Cause:** The transition has caused many parents to leave the PTA and to have parent involvement to assist with student social activities. The PTA was started back up in the Spring of 2020 with the hopes of being much more active for the 2020-21 school year.

School Context and Organization

School Context and Organization Summary

OCA is a stand alone early college high school on the OC campus. There are 377 students enrolled in grades 9th-12th, and we project another 117 students for the Freshmen class of the 2020-2021 school year. Our goal is to have 100 students per grade level and graduate 100 students per school year.

School Context and Organization Strengths

OCA is an all academic high school in which students have the opportunity to earn up to 60 college credit hours, a college associates degree that is tuition free, by the time they graduate high school.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Students struggle to pass the TSI assessment to qualify them for dual credit opportunities. **Root Cause:** There is a lack of intervention and support for students to pass the TSI assessment. There was also a lack of resources to assist students and teachers in this initiative. This is OCA's weakest area and in the need of the greatest growth for the 2020-21 school year.

Technology

Technology Summary

OCA has interactive flat panels (smartboards) in each classroom. Teachers have laptops and two monitors to enhance student achievement and supplement instruction. OCA students are issued a Chromebook laptop and our school is a one to one campus.

OCA students have access to other forms of technology at the college. All students have access to the LRC (Learning Resource Center) with access to computers, printers, tutors, and other resources. Students also have access to the Fab Lab. The campus also has a Testing Center for the convenience of remediation and testing support.

Technology Strengths

OCA continues to move forward with technological changes. Odessa College and ECISD have provided the necessary technology for each classroom. This includes interactive projectors, laptop, Wifi access, document cameras, etc.

ECISD instructional technologists provide training and support for best instructional practices. OCA will implement the EdTech Innovators Badges for all teachers on campus. OCA will also pilot the Frontrow Juno Connect with Bluetooth and Lesson Capture and webcam for our schol to teach remotely for our studenrts who are home in our hybrid schedule model for the 2020-21 school year.

Problem Statements Identifying Technology Needs

Problem Statement 1: There is a gap of some technology skills in that students and parents are not strong in navigating Blackboard and the Odessa College APPS. **Root Cause:** There is little training for students and parents in these technology areas.

Priority Problem Statements

Problem Statement 1: Although 90% of students passed their EOC's, only 21% scored at masters (2 point increase from the previous year)

Root Cause 1: Lack of carry over from approaches to meets and from meets to masters. Scores in mathematics were the most dramatic at 72% approaches to only 30% meets, and 9% masters.

Problem Statement 1 Areas: Student Achievement

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

- Student surveys and/or other feedback

Employee Data

- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- TTESS data

Parent/Community Data

- Parent surveys and/or other feedback

Goals

Goal 1: Odessa Collegiate Academy will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages for EOC levels of Approaches, Meets, and Masters by 2024.

Performance Objective 1: Students achieving the Meets Standard on state assessments will increase from 67% to 75% across all tested grade levels and content areas by May 2021.

Evaluation Data Sources: State Accountability 2019, Interim Assessments 2020-2021, MAP tracking

Summative Evaluation: None

Strategy 1: 1) Implement a consistent process to disaggregate data and monitor data.

Strategy's Expected Result/Impact: Students for all tested grades and content areas will achieve the Meets Standard on short cycle assessments, interim assessments, released test and STAAR test.

Staff Responsible for Monitoring: Principal, Instructional Specialist, Core Tested Teachers

Title I Schoolwide Elements: 2.4

Problem Statements: None

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college

Funding Sources: None

ESF Levers: None

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Strategy 2: Offer flexible tutoring times across each subject. Built in advisory time for tutoring and on Friday's after early dismissal.

Strategy's Expected Result/Impact: Improved tests scores and higher passing rates

Staff Responsible for Monitoring: Principal, teachers, instructional coach

Title I Schoolwide Elements: 2.4

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 2: Students achieving the Masters Standard on state assessments will increase from 21% to 25% across all tested grade levels and content areas by May 2021.

Evaluation Data Sources: State Accountability 2019, Interim Assessments 2020-21, MAP Tracking

Summative Evaluation: None

Strategy 1: 1) Increase rigor of Tier I instruction
2) Offer flexible tutoring times across each subject. Built in advisory time for tutoring during the day and on Friday's after early dismissal.

Strategy's Expected Result/Impact: Percent of students Mastering state tests will increase

Staff Responsible for Monitoring: Principal, tested teachers, instructional Coach

Title I Schoolwide Elements: 2.4

Problem Statements: None

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college

Funding Sources:
None

ESF Levers: None

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 3: Students achieving the Meets Standard on the state assessments in ELA/Reading will increase by 10% by May 2021.
Eng I/Eng II EOC combined from 75% to 85%

Evaluation Data Sources: State Accountability 2019, Interim Assessments 2020-21, MAP Tracking

Summative Evaluation: None

Strategy 1: 1) 1) Increase rigor of Tier I instruction
2) Offer flexible tutoring times across each subject. Built in advisory time for tutoring during the day and on Friday's after early dismissal.

Strategy's Expected Result/Impact: Percent of students scoring at Meets level will increase for ELA

Staff Responsible for Monitoring: Principal, tested teachers, Instructional Coach

Title I Schoolwide Elements: 2.4

Problem Statements: None

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college

Funding Sources:
None

ESF Levers: None

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 4: Students achieving the Meets Standard on state assessments in Math will increase to above state average in Algebra I by May 2021.
Alg 1 EOC will move from 30% to 50%

Targeted or ESF High Priority

Evaluation Data Sources: 2019 and 2021 State Accountability

Summative Evaluation: None

Strategy 1: 1) 1) Increase rigor of Tier I instruction
2) Offer flexible tutoring times across each subject. Built in advisory time for tutoring during the day and on Friday's after early dismissal.

Strategy's Expected Result/Impact: Percent of students scoring at Meets level in Algebra I will increase

Staff Responsible for Monitoring: Principal, tested teachers, Instructional Coach

Title I Schoolwide Elements: 2.4

Problem Statements: None

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college

Funding Sources:
None

ESF Levers: None

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 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 5: Students achieving the Meets Standard on Social Studies STAAR state assessment will increase by 2% for 11th Grade US History.

US History from 88% to 90%

Evaluation Data Sources: 2019, 2021 State Accountability

Summative Evaluation: None

Strategy 1: 1) 1) Increase rigor of Tier I instruction
2) Offer flexible tutoring times across each subject. Built in advisory time for tutoring during the day and on Friday's after early dismissal.

Strategy's Expected Result/Impact: Percent of students scoring at Meets level will increase for US History

Staff Responsible for Monitoring: Principal, teachers

Title I Schoolwide Elements: 2.4

Problem Statements: None

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college

Funding Sources:
None

ESF Levers: None

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 6: Students achieving the Meets Standard on state assessments in Science will increase by 9% by May 2021.

Biology EOC from 61% to 70%.

Evaluation Data Sources: 2019, 2021 State Accountability

Summative Evaluation: None

Strategy 1: 1) 1) Increase rigor of Tier I instruction
2) Offer flexible tutoring times across each subject. Built in advisory time for tutoring during the day and on Friday's after early dismissal.

Strategy's Expected Result/Impact: Percent of students scoring at Meets level will increase for Science (Biology).

Staff Responsible for Monitoring: Principal, Tested teachers, Instructional Coach

Title I Schoolwide Elements: 2.4

Problem Statements: None

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college

Funding Sources: None

ESF Levers: None

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No Progress Accomplished Continue/Modify Discontinue

Performance Objective 7: OCA will maintain the TEA Distinction Designation for Post Secondary Readiness

Evaluation Data Sources: 2019, 2021 State Accountability.

Summative Evaluation: None

Strategy 1: 1) All (100%) students will graduate from high school and will have earned 30 or more dual credit hours		
Strategy's Expected Result/Impact: OCA will maintain the TEA Distinction Designation for Post Secondary Readiness **Staff Responsible for Monitoring:** Principal, HS Counselor, College Counselor, College Liaison **Title I Schoolwide Elements:** 2.4 **TEA Priorities:** Connect high school to career and college **ESF Levers:** None	**Problem Statements:** None **Funding Sources:** None	**Formative** **Oct** **Jan** **Mar** **Summative** **May**

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 8: 11th Grade students achieving the PSAT/NMSQT benchmark will increase 10% by May 2021.

Evaluation Data Sources: 2019, 2020, 2021 College Board Report

Summative Evaluation: None

Strategy 1: 1) Student scores will increase on PSAT tests
2) PSAT testing strategies are implemented in their AVID classes

Strategy's Expected Result/Impact: PSAT scores will increase for students

Staff Responsible for Monitoring: Principal, ELA and Math teachers, AVID teachers, HS and College counselors

Title I Schoolwide Elements: 2.5

Problem Statements: None

TEA Priorities: Connect high school to career and college

Funding Sources:
None

ESF Levers: None

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No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 9: OCA student attendance rate will maintain an attendance rate of 97.0% or higher by May 2021.

Targeted or ESF High Priority

Evaluation Data Sources: Weekly attendance rates/reports , use of attendance contracts with students with more than 9 absences, and district comparison attendance rates from the 2019-2020 and 2020-2021 school year.

Summative Evaluation: None

Strategy 1: 1)Contact students and parents or every absence
2) Monitor weekly attendance
3)Utilize attendance contracts as needed

Strategy's Expected Result/Impact: Improved student attendance

Staff Responsible for Monitoring: Principal, Attendance Clerk, HS Counselor, Teachers

Title I Schoolwide Elements: 2.6

Problem Statements: None

TEA Priorities: Connect high school to career and college

Funding Sources: None

ESF Levers: None

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 10: The percentage of At Risk students that will graduate from OCA will be maintained at 100%. Accelerated instructional materials & remedial programs and tutorials will be offered to all At Risk students to help close the achievement gap.

Evaluation Data Sources: Graduation rates, drop out rates, course credits received

Summative Evaluation: None

Strategy 1: 1) Monitor At-Risk students grades, credits, and attendance each 9 week grading period

Strategy's Expected Result/Impact: 100% of At-Risk students will graduate

Staff Responsible for Monitoring: Principal, teachers, HS counselor, OC College Liaison

Title I Schoolwide Elements: 2.6

Problem Statements: None

TEA Priorities: Connect high school to career and college

Funding Sources: None

ESF Levers: None

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 11: English Learners achieving Advanced and Advanced High Composite Level scores will increase by 5 percentage points for the academic year 2020-2021.

Evaluation Data Sources: TELPAS ratings 2019, 2020 (if published), and 2021

Summative Evaluation: None

Strategy 1: Use Sheltered Instruction strategies in all classes. Follow EL accommodations. Continue to train teachers on Sheltered Instruction strategies. Monitor EL Reading and Writing activities and assignments through ELA classes

Strategy's Expected Result/Impact: Increased TELPAS scores for EL students

Staff Responsible for Monitoring: Principal, ELA teachers, Instructional Coach

Title I Schoolwide Elements: 2.6

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 12: OCA Seniors will increase the number Associates Degrees from Odessa College from the Class of 2019 , 2020, and 2021.
Class of 2019 - 20 of 28 Seniors - 71%
Class of 2020 - 59 of 66 Seniors - 89%
Class of 2021 - 50 of 53 Seniors - 94% is the new goal

Evaluation Data Sources: Number of Seniors graduating with Associates Degrees from Odessa College in May 2021

Summative Evaluation: None

Strategy 1: Monitor all students so they are on track to graduate with 60 dual credit hours and earn an Associates Degree by the end of their Senior year.

Strategy's Expected Result/Impact: Increase the number of students who earn an Associates Degree from Odessa College

Staff Responsible for Monitoring: Principal, HS and College Counselor

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: Connect high school to career and college

Funding Sources:
None

ESF Levers: None

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 2: Odessa Collegiate Academy will work to retain and recruit highly qualified employees who demonstrate the ability to work together to meet District and Campus goals and improve student learning.

Performance Objective 1: OCA will limit teacher vacancies and be fully staffed every school year with 100% certified teachers.

Evaluation Data Sources: TAPR Report - Retention

Summative Evaluation: None

Strategy 1: Recruit and maintain highly qualified teachers each year. Support teachers with instructional professional development. Maintain a safe and supportive environment so teachers want to stay and teach at our school. Recognize teacher accomplishments.

Strategy's Expected Result/Impact: Decrease the teacher turnover rate

Staff Responsible for Monitoring: Principal

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: Recruit, support, retain teachers and principals

Funding Sources: None

ESF Levers: None

Formative	Summative
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 No Progress Accomplished Continue/Modify Discontinue

Goal 3: Odessa Collegiate Academy will establish and maintain strong partnerships with parents, the community, businesses, and local partnerships.

Performance Objective 1: Streamline the flow of communication so that parents and students are efficiently directed to the proper OCA Faculty member or OC Faculty member in order to have their questions answered in a timely manner.

Evaluation Data Sources: Yearly campus survey completed

Summative Evaluation: None

Strategy 1: Use Parentlink for contacting parents by phone, text, and email. Use the campus Facebook and Twitter sites to communicate important information to parents and students. Keep the school webpage updated with pertinent information. Ensure all parent calls and emails are returned within 24 hours. Set up ALL students - 100% of them in the grade level Remind APP. Have parent meetings at least once a semester.

Strategy's Expected Result/Impact: Improved communication with parents and students throughput the school year.

Staff Responsible for Monitoring: Principal, office staff, teachers

Title I Schoolwide Elements: 3.2

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

Formative	Summative
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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 2: Encourage partnerships with community members and increase parent participation in our campus PTA.

Evaluation Data Sources: Survey to PTA members in May 2021

Summative Evaluation: None

Strategy 1: Invite parents and business/community members to attend PTA meetings. Develop a PTA membership drive and have monthly scheduled meetings. Publicize parent meetings and minutes of the meetings often.

Strategy's Expected Result/Impact: Increased membership in our PTA and community partners

Staff Responsible for Monitoring: Principal, Office Staff to assist

Title I Schoolwide Elements: 3.2

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

Formative	Summative
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Jan	
Mar	May

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 4: Odessa Collegiate Academy will provide and promote a safe climate that is conducive to learning.

Performance Objective 1: Special programs and counseling services will be offered to support the unique needs of students at various social/ emotional levels of functioning in order to promote a safe climate that is conducive to learning.

Evaluation Data Sources: Program rosters, attendance data, completion and graduation rates

Summative Evaluation: None

Strategy 1: Promote counseling services to our students and have our counselor visit classrooms and also do social/emotional presentations in classrooms.

Strategy's Expected Result/Impact: Maintain a safe environment and atmosphere where students trust where to go in times of social/emotional needs

Staff Responsible for Monitoring: Principal, counselor

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 2: OCA will ensure training for 100% of the staff will occur annually to promote the safety of all students.

Evaluation Data Sources: Staff sign-in, archived training documents

Summative Evaluation: None

Strategy 1: Faculty members will attend yearly social/emotional training from our counselor and crisis training from the principal		**Formative**
Strategy's Expected Result/Impact: Maintain a safe environment for all students at all times. **Staff Responsible for Monitoring:** Principal, counselor **Title I Schoolwide Elements:** None **TEA Priorities:** None **ESF Levers:** None	**Problem Statements:** None **Funding Sources:** None	**Oct** **Jan** **Mar** **Summative** **May**

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 5: Odessa Collegiate Academy will utilize financial resources in a responsible and data-driven manner to support student learning.

Performance Objective 1: Use student data to make budgetary decisions to meet the needs of students

Evaluation Data Sources: Budgets, 3 year campus budget trends, needs as requested by options list provided by teachers/principal.

Summative Evaluation: None

Strategy 1: OCA will review student data quarterly to determine needs to drive budgetary decisions		
Strategy's Expected Result/Impact: Expected result is to allow student needs to drive budgetary decisions **Staff Responsible for Monitoring:** Principal, CIT **Title I Schoolwide Elements:** None **TEA Priorities:** Connect high school to career and college **ESF Levers:** None	**Problem Statements:** None **Funding Sources:** None	**Formative** **Oct** **Jan** **Mar** **Summative** **May**

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 6: Odessa Collegiate Academy will utilize 1:1 technology to enhance instruction, create efficient processes, and increase communication and collaboration within the students, teachers, and parents.

Performance Objective 1: 100% of the campus improvement plan will be aligned to the district improvement plan by August 2020.

Evaluation Data Sources: 2020-2021 Campus improvement Plans

Summative Evaluation: None

Strategy 1: OCA will meet with the Campus Leadership Team quarterly (each 9 week grading period) to create and align the campus CIP with the district DIP

Strategy's Expected Result/Impact: Expected results will be aligned CIP and DIP

Staff Responsible for Monitoring: Principal, Leadership Team

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 2: Increase the use of parent portal activity from to 90% by October 2021.

Evaluation Data Sources: txConnect administrator reports.

Summative Evaluation: None

Strategy 1: Ensure every parent registers their student through Parent Portal. Show all parents how use parent portal through beginning of year orientations

Strategy's Expected Result/Impact: Improved usage of parent portal by OCA parents and move to a more paperless environment. Also, all registration for OCA will be online.

Staff Responsible for Monitoring: Principal using Parent Portal usage reports, office staff to assist

Title I Schoolwide Elements: 3.1

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 7: Odessa Collegiate Academy will graduate 100% of its Seniors at the end of the 2020-2021 school year.

Performance Objective 1: OCA will maintain a 100% graduation rate for its Seniors, the Class of 2021.

Evaluation Data Sources: 2019, 2020 (if published) and 2021 State Accountability Reports

Summative Evaluation: None

Strategy 1: OCA will monitor the progress of all Senior students and develop plans for students who fall behind and are at risk of not graduating.

Strategy's Expected Result/Impact: 100% of Seniors will graduate on time

Staff Responsible for Monitoring: Principal, HS and College Counselors, Senior teachers

Title I Schoolwide Elements: 2.6

Problem Statements: None

TEA Priorities: Connect high school to career and college

Funding Sources: None

ESF Levers: None

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No Progress

Accomplished

Continue/Modify

Discontinue

Campus Funding Summary

Addendums

Ector County Independent School District

OCTECHS

Improvement Plan

2020-2021

Mission Statement

Vision

We, the community of Odessa Career and Technical Early College High School (OCTECHS), are committed to empowering a diverse body of students to develop and apply knowledge and skills in order to pursue individual goals for the future and become productive citizens who value life-long learning. We at OCTECHS envision a school in which:

All students produce college quality work.

All stakeholders work in a cooperative/collaborative relationship.

Students are self-motivated, independent learners who seek out their own education.

Students transition successfully to the workforce or an institution of higher learning.

Vision

Mission

We will accomplish the OCTECHS vision by designing rigorous curricula and support and intervention structures that ensure all students meet or exceed all expectations required to obtain a high school diploma and an associate degree.

Value Statement

Core Values

Being part of the OCTECHS community is an honor that must be cherished and upheld daily. OCTECHS students and staff will live by the core values we have set for our community. It is the ***responsibility of all*** community members to maintain and support the following values

RESPECT, RESPONSIBILITY, INITIATIVE, PRIDE, HONESTY & INTEGRITY

Respect: to consider worthy of high regard (esteem)

Responsibility: the quality of being dependable (trustworthiness)

Initiative: energy shown in getting action started (ambition)

Pride: a sense of pleasure that comes from some act (self-worth)

Honesty: the quality or state of being truthful and fair (sincere)

Integrity: the quality of being honest and fair (virtue)

Collective Commitments

We will provide positive and immediate feedback to our students.

We will utilize specific instructional strategies, interventions, and tools adopted by both ECISD and OC.

We will create opportunities for parents to become involved with their child's education.

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Demographics

Demographics Summary

Ethnic Distribution

Year	Hispanic	District	White	District	African American	District	Two or More	District	EcoDis	District
2020	78.09		18.52				1.23		45.06	
2019	75.2	76.2	20.7	17.3	1.9	3.9	1.3	1.1	36.4	56.2
2018	69.23	75.5	26.92	18.1	2.75	3.9	1.1	1.0	28.9	50.9
2017	69.2	75.1	26.9	18.6	2.7	3.9	1.1	1.0	44.5	55.3
2016	68.6	74.9	25.5	18.9	3.9	3.9	2	.9	48	51.7

Gender

Year	Male %	District	Female %	District
2020	45.68		54.32	
2019	45.1	51	54.9	49
2018	41.3	51.1	58.7	48.9
2017	41.2	51.2	58.7	48.8
2016	40.6	51.1	59.3	48.9

Demographics Strengths

This data comes from our 2018-2019 STAAR test data.

Index 1:

All Subjects - African American 91%, Hispanic 84%, White 93%

Math - All Groups 100%

Science - African American 95%, Hispanic 93%, White 100%

Index 2:

23% of Hispanic students exceeded progress on the Algebra 1 EOC

Problem Statements Identifying Demographics Needs

Problem Statement 1: We need to stay within the parameters of the district's sub-population groups. **Root Cause:** Depending on the demographics of our students that we recruit determines the sub-population numbers.

Student Achievement

Student Achievement Summary

Student Achievement Summary

Algebra 1 EOC Meets Grade Level

Year	State	Campus	Hisp.	White	Afr/Amer	Asian Amer.	2 or More	Eco Dis.	SPED	ELL
2019	61%	42%	43%	23%	-	100%	100%	58%	100%	23%
2018	55%	43%	-	-	-	-	-	44%	-	-
2017	48%	55%	47%	71%	-	-	-	46%	-	-

Algebra 1 EOC Approaches Grade Level

Year	State	Campus	Hisp.	White	Afr/Amer	Asian Amer.	2 or More	Eco Dis.	SPED	ELL
2019	85%	88%	88%	93%	83%	100%	83%	87%	71%	75%
2018	83%	92%	-	-	-	-	-	91%	-	-
2017	83%	100%	100%	100%	-	-	-	100%	-	-

English 1 EOC Meets Grade Level

Year	State	Campus	Hisp.	White	Afr/Amer	Asian Amer.	2 or More	Eco Dis.	SPED	ELL
2019		42%	43%	23%	-	100%	100%	58%	100%	23%
2018	55%	54%	-	-	-	-	-	89%	-	-
2017	48%	61%	57%	69%	-	-	-	62%	-	-

English 1 EOC Approaches Grade Level

Year	State	Campus	Hisp.	White	Afr/Amer	Asian Amer.	2 or More	Eco Dis.	SPED	ELL

2019		88%	88%	93%	83%	100%	83%	87%	71%	75%
2018	83%	79%	-	-	-	-	-	87%	-	-
2017	83%	75%	73%	81%	-	-	-	79%	-	-

Student Achievement Strengths

2018-2019

All Grades All Subjects - 2018/2019

At Approaches Grade Level or Above - 89%/90%

At Meets Grade Level or Above - 65%/69%

At Masters Grade Level - 17%/22%

Algebra 1 EOC - 2019

At Approaches Grade Level or Above - 88%

At Meets Grade Level or Above - 42%

At Masters Grade Level - 13%

Biology EOC - 2018

At Approaches Grade Level or Above - 100%

At Meets Grade Level or Above - 87%

At Masters Grade Level - 33%

U.S. History EOC - 2018

At Approaches Grade Level or Above - 100%

At Meets Grade Level or Above - 87%

At Masters Grade Level - 61%

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Although OCTECHS met the target score in all indices, the number of students exceeding progress was far too low for All Subjects.
Root Cause: Students need to access tutorials more frequently throughout the course of study.

School Culture and Climate

School Culture and Climate Summary

OCTECHS is in its sixth year of adoption of the Early College High School model. With only 16 teachers and fewer than 400 students, the school has learned how to become self-reliant, operating with a skeleton staff but still managing to provide students with a well-rounded environment. This has been possible by the creation of strong teaming with parents and staff. Students are not working toward college readiness, they are learning to thrive in a college environment, with academic rigor and expectations for their full engagement and responsibility at the college level. Instructors, both Odessa College and our ECISD instructors, are professional and model master-teacher qualities and work cooperatively to prepare our students for life after this experience including a career and senior college mindset simultaneously.

School Culture and Climate Strengths

•Focus on high-wage, high-skill, and high demand careers
•Students can earn an Associate of Applied Science (AAS) & students will earn certificates along the way
•Students take subject classes immediately and will be fully trained in the field with internships at the end of the program
•Students can transfer and earn a 4-year applied baccalaureate degree – OC, UTPB, Midland College, Texas Tech, South Texas College, Brazosport College, etc.
•What we offer our students? The opportunity to complete a High School Diploma and an Associate's Degree at the same time.
•One of only four CTE Early College High Schools in the nation. (All four are in Texas.)
•It provides life-changing credentials for OC TECHS graduates that will have an immediate and prolonged benefit to their families, the local economy and the college-going culture of Odessa itself.
•A CTE Early College High School provides a work-force ready opportunity. (60 hours—Associate's Degree in a field of study.)
(Auto Technician, Diesel Technician, Business Leadership, Energy Technology, Criminal Justice,

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: It is important to improve support and offerings for after school and social engagement activities. **Root Cause:** The number of volunteers and activities remains constant. Additional volunteers is required to continue services.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

OCTECHS is 100% Highly Qualified. We will maintain our high status by working with the ECISD HR department and maintaining a list of potential candidates as well as working with current ECISD teachers to fill positions via transfer when opening arise.

Staff Quality, Recruitment, and Retention Strengths

Thus far, there have been a number of quality applicants for each vacancy at OCTECHS because of the unique program and outstanding working conditions at the schools. We will maintain that standing by continuing our collaborative working environment and supporting our instructors and staff members in their mission to build our students toward success.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teacher retention can be an issue at OCTECHS. **Root Cause:** With population increase and a fluid job positions, some teachers stay less then four years.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

OCTECHS will continue to follow all district initiatives and implement best practices. This includes all programmed areas of curriculum, instruction, and data management driven to increase student achievement. We will also analyze and use data to make informed decisions about instructional practices. We will utilize the TRS including the scope and sequence. The principal will monitor lesson plans each week and complete classroom observations to verify that instruction matches planning. We will utilize tutoring in our LRC and after school credit recovery to support the needs of struggling students in all academic areas of learning. We will work closer with Odessa College to better align our practices and hopefully become a top tier high school as they have become one of the top community colleges in the nation.

Curriculum, Instruction, and Assessment Strengths

All sophomores and juniors will take the PSAT to identify their strengths and weaknesses necessary for college readiness. We will continue to share the AVID program campus wide as we prepare our students for success. Every student has access to daily TSI tutoring and frequent testing opportunities.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: All of our students have gaps in their learning as they arrive to OCTECHS. **Root Cause:** According to the ECHS blueprint, we must recruit from all tiers of learners. It is our responsibility to close the gaps that are apparent.

Parent and Community Engagement

Parent and Community Engagement Summary

OCTECHS has had a very active and engaged group of parent volunteers that support extra activities for our students after school. Clubs, dances, participation in city and college activities are also supported by parents, staff and our student leadership organization. We plan to have parent information nights each semester in order to recruit and retain parent involvement. Administration has committed to sending out a quarterly newsletter with volunteer opportunities and events that are upcoming.

Parent and Community Engagement Strengths

Parent volunteers provide social gatherings for our students with a fall festival, Valentines Day social and in the Spring they coordinate a HS Prom and Project Graduation for students to attend and enjoy. The parents also raise money for our Christmas float for the Parade of Lights here in Odessa with the City. The parents supported College Signing Day for our incoming freshmen.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: There is not enough parent recruitment from freshmen year on. **Root Cause:** As students have fewer ECISD classes, our parent involvement diminishes.

School Context and Organization

School Context and Organization Summary

OCTECHS is a small ECHS located on the Odessa College campus serving approximately 400 students in grades 9-12. The school is organized serving students needs in the core areas via ECISD instructors and via college instructors for the eight student majors or programs of study.

School Context and Organization Strengths

•Focus on high-wage, high-skill, and high demand careers
•Students can earn an Associate of Applied Science (AAS) & students will earn certificates along the way
•Students take subject classes immediately and will be fully trained in field at the end of the program
•Students can transfer and earn a 4-year applied baccalaureate degree – UTPB, Midland College, Texas Tech, South Texas College, Brazosport College, etc.
•What we offer our students? The opportunity to complete a High School Diploma and an Associate's Degree at the same time.
•One of only four CTE Early College High Schools in the nation. (All four are in Texas.)
•It provides life-changing credentials for OC TECHS graduates that will have an immediate and prolonged benefit to their families, the local economy and the college-going culture of Odessa itself.
•A CTE Early College High School provides a work-force ready opportunity. (60 hours—Associate's Degree in a field of study.)

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: We are seeing an average of 10 students leave the program per year. **Root Cause:** Students leave OCTECHS due to not being

successful academically and behavioral issues.

Technology

Technology Summary

At OCTECHS, all classrooms are outfitted with teacher laptops, document cameras, projectors, and other general technology. We are a 1 to 1 campus with students having ChromeBooks.

Technology Strengths

At OCTECHS, teachers and students utilize technology often including digital textbooks, word processing, digital organization, research, etc. We also have a Instructional Technology Specialist that is specifically designated to our campus.

Problem Statements Identifying Technology Needs

Problem Statement 1: Technology will need updating and easier access to OC systems will improve student learning. Timely delivery and training on equipment and platforms needs to be improved. **Root Cause:** Aging technology and servers, along with uncertain delivery dates for needed equipment.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data

Goals

Goal 1: ECISD will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 1: The number of students that earn a minimum of six credits by the end of their 9th grade year will increase from 96% in 2020 to 97% in 2021.

Strategy 1: We will ensure to schedule all students into 6 HS classes & 2 - 4 College classes each year to meet both ECISD and OC credit targets.

Strategy's Expected Result/Impact: 97% of our students will earn six or more HS credits by the end of each year.

Staff Responsible for Monitoring: Staff will continue to encourage students to stay on track and not fall behind in either HS or OC classes throughout the school year.

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college

Funding Sources:
None

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Comprehensive Support Strategy

Formative	Summative
Oct	May
Jan	
Mar	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 2: Post-secondary enrollment will increase 45% for our 2021 graduates.

Strategy 1: HS staff will strongly encourage students to seek additional Higher Education programs of study and/or enlistment into Military service upon graduation through AVID programs, College Fair events, and classroom discussions throughout the school year.

Strategy's Expected Result/Impact: We would like to double our Military service enlistment for this years graduation class.

Staff Responsible for Monitoring: We will support and continue to inform students of the benefit of continued higher education.

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: Connect high school to career and college

Funding Sources: None

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Comprehensive Support Strategy

Formative	Summative
Oct	
Jan	
Mar	May

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 3: Annual student attendance will increase from 96% in 2020 to 97% in 2021.

Strategy 1: Working with Odessa College and our HS staff we will contact families of absent students within 24hrs to check for accuracy. We will continue to encourage students to attend classes every day, either virtually or in person so they do not fall behind. If a pattern of concern occurs we will hold a meeting with the parent/student/school to create a schedule for that student to make up lost contact time.

Strategy's Expected Result/Impact: Overall attendance to improve to 97%.

Staff Responsible for Monitoring: All staff members on campus at OCTECHS and OC.

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college

Funding Sources: None

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Comprehensive Support Strategy

Formative	Summative
Oct	May
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Mar	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 4: School will embed technology for anytime, anywhere teaching and learning.

Strategy 1: Teachers will make use existing technology and incorporate new technology into their teaching to ensure our ability to reach students in the classroom and Virtually throughout the school year. Teachers will attend scheduled tech training sessions and we will make use of district provided tech training as they become available.

Strategy's Expected Result/Impact: 100% of our instructional staff will be able to use Google Classroom, Google Meets, Zoom & Juno technology to enhance classroom instruction.

Staff Responsible for Monitoring: School administration and staff.

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: Recruit, support, retain teachers and principals

Funding Sources: None

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Comprehensive Support Strategy

Targeted Support Strategy

Formative	Summative
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Mar	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 5: Develop the adult collective understanding and shared vision of Social Emotional Learning (SEL) that create a systematic change where SEL can thrive.

Strategy 1: Through school counseling and training of HS staff we will increase our SEL effectiveness on campus by reducing the number of students who leave our program.

Strategy's Expected Result/Impact: Fewer students leaving our program by choice each year.

Staff Responsible for Monitoring: HS Counselor, school admin and faculty.

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: Recruit, support, retain teachers and principals

Funding Sources:
None

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture

Comprehensive Support Strategy

Formative	Summative
Oct	
Jan	
Mar	May

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 6: 100% of AVID students will have a CCMR plan and/or acceptance.

Strategy 1: All students enrolled at OCTECHS will have a CCMR plan created and in place during their Freshmen year through AVID and we will continue to monitor the students progress throughout their time here.

Strategy's Expected Result/Impact: Students will successfully complete their Associates Degree & HS graduation within 4 years.

Staff Responsible for Monitoring: All HS staff members.

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college

Funding Sources: None

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Comprehensive Support Strategy

Formative	Summative
Oct	
Jan	
Mar	May

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 7: School will provide a safe and supportive learning environment.

Strategy 1: Working with Odessa College we will provide campus routines and procedures that keep students and staff safe as they attend classes, move between classes, eat their meals and then exit the campus grounds.

Strategy's Expected Result/Impact: We will see fewer safety violations on campus.

Staff Responsible for Monitoring: All HS and OC staff members.

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: Recruit, support, retain teachers and principals

Funding Sources: None

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture

Formative	Summative
Oct	
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Mar	May

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 2: ECISD will recruit, develop, and retain highly-effective individuals who are invested in looking at tomorrow to inform their practices today.

Performance Objective 1: The campus teacher retention rate will increase from 80% in 2020 to 90% in 2021.

Strategy 1: By hiring highly qualified staff and then training them on how to use current technology with their teaching we will increase increase overall job satisfaction rates that will result in higher teacher retention on our campus.l

Strategy's Expected Result/Impact: Fewer teachers leaving OCTECHS.

Staff Responsible for Monitoring: School Administration.

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: Recruit, support, retain teachers and principals

Funding Sources: None

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Formative	Summative
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Mar	May

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 2: in 2020-21, school will offer a job-embedded, personalized professional learning system for teachers.

Strategy 1: OCTECHS teachers will take advantage of job-embedded professional learning opportunities offered by the district through targeted training sessions.

Strategy's Expected Result/Impact: Teachers able to use available technology tools with confidence as they teach students in person and in virtual classroom settings.

Staff Responsible for Monitoring: School administration.

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: Recruit, support, retain teachers and principals

Funding Sources: None

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Formative	Summative
Oct	May
Jan	
Mar	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 3: ECISD will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.

Performance Objective 1: The percentage of students scoring "Meets" on the 1st administration of the Algebra 1 EOC will increase from 42% to 50% as measured by the 2021 STAAR assessment.

Strategy 1: We will increase Algebra 1 tutorial opportunities from 2 evenings a week to 4 and we will target our supports towards our struggling students.

Strategy's Expected Result/Impact: Increased unit test scores and overall grades.

Staff Responsible for Monitoring: Math teachers, HS counselor and school admin.

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

Funding Sources:
None

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Comprehensive Support Strategy

Formative	Summative
Oct	May
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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 2: The percentage of students scoring "Meets" on the 1st administration of the English 1 EOC will increase from 64% to 70% as measured by the 2021 STAAR assessment.

Strategy 1: We will provide additional in-class supports, use technology and offer after school tutoring for students throughout the school year. We will offer, in coordination with Odessa College, after school tutorials 4 nights a week for individuals seeking additional support.

Strategy's Expected Result/Impact: Eng. 1 EOC test scores to rise above 70%.

Staff Responsible for Monitoring: English teachers, HS counselor & school administration.

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

Funding Sources: None

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Comprehensive Support Strategy

Formative	Summative
Oct	
Jan	
Mar	May

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 3: The percentage of students that Met Standard on all subjects/grades tested will increase from 69% to 75% as measured by the 2021 STAAR assessment.

Strategy 1: We will provide additional tutoring supports for students in all subject areas as needs are identified through weekly assessments and progress reporting. Teachers will offer after school tutoring sessions 1 day a week and the OC LRC tutoring option will be open Monday through Thursday until 10 PM, Saturdays from 10 AM to 2 PM and Sunday evenings from 6 PM to 11 PM throughout the school year.

Strategy's Expected Result/Impact: Increased STAAR testing scores by 6% this school year.

Staff Responsible for Monitoring: HS teaching staff, HS counselor & school administration.

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college

Funding Sources:
None

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Comprehensive Support Strategy

Formative	Summative
Oct	May
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Mar	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 4: The percentage of students meeting or exceeding the growth target will increase from 90% to 93% as measured by the 2021 STAAR assessment.

Strategy 1: We will continue to provide regular instruction in all STAAR tested areas as well as providing additional tutoring after school 4 nights a week with Odessa College in the LRC. Teachers will also offer after school tutoring in their classrooms 1 afternoon a week by subject area and prior to STAAR testing we will hold English and Match STAAR Prep sessions on 2 Saturdays either Virtually or in-person.

Strategy's Expected Result/Impact: 93% of our students taking the STAAR will meet or exceed the benchmark.

Staff Responsible for Monitoring: OCTECHS staff and school administration.

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

Funding Sources: None

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Comprehensive Support Strategy

Formative	Summative
Oct	
Jan	
Mar	May

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 5: The percentage of students earning CCMR credit will continue from 100% in 2020 to 100% in 2021.

Strategy 1: We will continue to enroll and support all OCTECHS students with their OC Pathways of study toward graduation and certification.

Strategy's Expected Result/Impact: All students will graduate with their HS Diploma & College Associates Degree & Career Certification.

Staff Responsible for Monitoring: All HS Staff and school administration.

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college

Funding Sources:
None

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Comprehensive Support Strategy

Formative	Summative
Oct	May
Jan	
Mar	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 6: The four year campus graduation rate will increase from 90% in 2020 to 95% in 2021.

Strategy 1: Each quarter our OCTECHS leadership team will review student transcripts and schedules to ensure they are making progress toward HS - College - & Program Graduation and Certification.

Strategy's Expected Result/Impact: 95% of our students will graduate on time with their classmates.

Staff Responsible for Monitoring: OCTECHS Leadership team.

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college

Funding Sources: None

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Comprehensive Support Strategy

Formative	Summative
Oct	
Jan	
Mar	May

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 7: Implement innovative instructional models which enable personalized learning for all students.

Strategy 1: We have 8 different Pathways for students at OCTECHS and we will continue to guide and instruct students so they will be successful with whatever program of study they have chosen. We will provide tutoring assistance to every student throughout the school year and hold necessary parent/student/teacher meetings to ensure that positive effort and supports are in place for student success.

Strategy's Expected Result/Impact: 95% of our students are successful with their programs of study at OCTECHS each year.

Staff Responsible for Monitoring: OCTECHS Staff, HS Counselor & School Administration.

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

Funding Sources:
None

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Comprehensive Support Strategy

Formative	Summative
Oct	May
Jan	
Mar	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 8: Create systems that support all graduating seniors to and through college, career and military decisions.

Strategy 1: We will continue to guide our seniors to and through their attainment of their Associated Degree here at OCTECHS and we will encourage students to continue their education and training at 4 year institutions and/or through Military service.

Strategy's Expected Result/Impact: 100% of our graduating students will be College, career and military ready.

Staff Responsible for Monitoring: High school staff, HS counselor, HS administration.

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college

Funding Sources: None

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Comprehensive Support Strategy

Formative	Summative
Oct	
Jan	
Mar	May

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 9: The COC McKinney Vento Homeless and English Learner Grad Lab Drop Out Recovery Program will increase enrollment by 10% at each quarter.

Strategy 1: We will continue to work with our ELL students to reduce Drop Out rates from our campus by continuing to provide meaningful and job skills related instruction.

Strategy's Expected Result/Impact: Reduced Drop Out rate for ELL or Homeless students.

Staff Responsible for Monitoring: HS Counselor and School Administration.

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college

Funding Sources:
None

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Comprehensive Support Strategy

Targeted Support Strategy

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 4: OCTECHS will work to recruit and retain at-risk students who demonstrate the ability to successfully complete the required coursework of an ECHS.

Performance Objective 1: Recruitment of sub-pop groups will be within 5-10% points of the district norms, in order to meet the state benchmarks.

-Round 1: Fall Recruitment for the class of 2025 will begin September 28th and run for 5 weeks, either in person or via Facebook Live.

-Round 2: Spring Recruitment for the class of 2025 will begin January 18th and run for 5 weeks, either in person or via Facebook Live.

Strategy 1: As we recruit our 2021 to 2022 Freshmen this year we will continue to target our sub-pop groups throughout the district and in Ector County.

Strategy's Expected Result/Impact: We will meet the State Benchmarks for Sub-pop groups for Early College High Schools.

Staff Responsible for Monitoring: HS Counselor, School Administration & Odessa College Leadership Team.

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: Connect high school to career and college

Funding Sources: None

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Comprehensive Support Strategy

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 5: OCTECHS will establish and maintain strong partnerships with parents, the community, and local businesses.

Performance Objective 1: Building administration will create and send out/post quarterly newsletter and hold 2 Parent Information Nights/Facebook Live chats throughout the school year. (One in the fall and one in the spring semester.)

Strategy 1: We will set up a News letter that will be sent home to parents in September, November, February & April that will include important dates and information regarding Assessments, using Parent Portal, information from the HS Counselor & information from Odessa College.

Strategy's Expected Result/Impact: Our goal is to have well informed parents that can become ambassadors or our programs here at OCTECHS.

Staff Responsible for Monitoring: HS Counselor and School Administration

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: Connect high school to career and college

Funding Sources: None

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 6: OCTECHS, in conjunction with Odessa College, will create and utilize a tutorial program designed to target the successful completion of the Texas Success Initiative Assessment.

Performance Objective 1: Working with the Odessa College Testing Center and OCTECHS Testing Coordinator, we will come up with a calendar of assessment times and opportunities for all students needing to take and pass TSI.

-We plan to have the calendar created by August 31st.

Strategy 1: We will target TSI Tutorials with a 3 days prior to assessment tutoring sessions that will be held in the LRC with various grade levels as they are scheduled to test this Fall and coming Spring Semester.

Strategy's Expected Result/Impact: More students will take and pass their TSI assessments during the first round.

Staff Responsible for Monitoring: English & Math teachers, HS counselor & school administration.

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: Build a foundation of reading and math

Funding Sources:
None

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Comprehensive Support Strategy

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 2: Working with Odessa College in the LRC, we will develop a test-prep program for our incoming freshmen and existing students to use prior to taking the TSI.

-We plan to have the program running by September 30th.

Strategy 1: We will coordinate our TSI tutoring with Odessa College TSI tutoring that is available in the LRC. We will create a calendar schedule that will follow safety guidelines for students and staff while still providing opportunities for student to be prepped prior to taking the TSI this Fall.

Strategy's Expected Result/Impact: More students passing the TSI assessment the first round of testing.

Staff Responsible for Monitoring: English & Math teachers, HS counselor and Administration.

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: Build a foundation of reading and math

Funding Sources: None

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Comprehensive Support Strategy

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Ector County Independent School District

Odessa High School

Improvement Plan

2020-2021

Mission Statement

It is our Mission at Odessa High School to provide the opportunity for all students to learn at high levels so they are prepared for success in life, including college, career, and achieving their dreams.

Vision

It is our vision is to foster an environment where effective teaching and learning provide our students with all they need to lead the life they desire.

Core Beliefs

Each person has inherent worth and unique strengths.

Curiosity and learning are natural and grow without limit given stimulation and nurturing.

People are interdependent.

Each individual has a responsibility to add value to self and community.

Individuals are accountable for their choices and actions.

Education creates opportunity and opportunity creates a better world.

Progress improves and adds value to human life.

Fear limits life's potential; courage inspires living.

There is a difference between right and wrong.

Values learned at home affect a lifetime.

Leadership is influence; everyone is a leader.

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Comprehensive Needs Assessment

Needs Assessment Overview

Over 10 positions were closed due to lack of teacher applicants.

Over 10 long term subs were utilized all school year.

Tier 1 instruction lacks planning and data driven instruction to align with state tests and preparation.

Demographics

Demographics Summary

Year	Domain 1	Domain 2A	Domain 2B	Domain 3	Overall
2017	62	57	58	53	59
2018	67	65	60	53	63 (D)
2019	69	59	69	70	69 (D)

Odessa High Schools Demographics are as follows:

AA=2.3%

W=11.6%

H=84.6%

AMI=.3%

A=0.6%

PI=0.1%

Two=0.5%

Eco Dis=40.6%

ELL=14.8%

SPED=8.6%

Mobility=18.3%

Demographics Strengths

In Domain 2,

Hispanic student scores grew from 43% in 2017 to 67% in 2018 in English II in academic growth.

Algebra I scores increased in Hispanic students from 26% to 50%, White students from 32% to 52%, in Eco Dis students from 26% to 46% in a one year span and in EL students from 26% to 46% in a two year span.

Student Achievement

Student Achievement Summary

Year	Domain 1	Domain 2A	Domain 2B	Domain 3	Overall
2017	62	57	58	53	59
2018	67	65	60	53	63 (D)
2019	69	59	69	70	69 (D)

Student Achievement Strengths

In Domain 2,

Hispanic student scores grew from 43% in 2017 to 67% in 2018 in English II in academic growth.

Algebra I scores increased in Hispanic students from 26% to 50%, White students from 32% to 52%, in Eco Dis students from 26% to 46% in a one year span and in EL students from 26% to 46% in a two year span.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): Although the state testing was waived, last year's projected scores for Odessa High were at a 73 overall. **Root Cause:** Tier 1 instruction is not being driven by data and enhanced through planning.

School Culture and Climate

School Culture and Climate Summary

The overall school climate and culture of the campus is a work in progress. Teachers and staff work to hold students accountable for academics and behavior. There is student spirit and leadership on the campus but academic engagement needs to be fostered. Teachers and staff moral is good, but needs to be continuously encouraged by the administration.

School Culture and Climate Strengths

-OHS Corral system- 8 Corrals with 8 principals and 8 counselors to serve the students

-positive relationships between students and teachers

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1 (Prioritized): Administration works to motivate and encourage teachers but demands are overwhelming. **Root Cause:** Teachers are assigned many duties and work to compensate for the lack of staff.

Problem Statement 2 (Prioritized): Although there are systems in place, many are lacking detail and need to be evaluated and newly implemented. **Root Cause:** Teachers, students and administration need more accountability through procedures and routines.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

The campus continuously works on recruiting and retaining teachers and staff using various resources.

Staff Quality, Recruitment, and Retention Strengths

Odessa High has a core cadre of teachers with experience.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1 (Prioritized): Non-highly qualified teachers and long term subs are teaching in all areas. **Root Cause:** Lack of highly qualified pool of teachers applying to the district.

Problem Statement 2 (Prioritized): High need for coaching in curriculum and instruction. **Root Cause:** Non-highly qualified teachers without training.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Odessa High continually strives to delivery quality instruction to students by training teachers on a continuous bases. The campus also uses student assessments to drive instruction to students though data analysis.

Curriculum, Instruction, and Assessment Strengths

- Three coaches for teachers

-Master scheduling that provides common planning for all departments and daily PLC for tested areas

-Aligning PD to meet campus needs (Relay Training, Region 18, Lead4ward)

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): Teachers are not able to plan for learning using the PLC process as regularly as needed. **Root Cause:** Planning time has been limited and requirements for PLC in tested area are limited.

Parent and Community Engagement

Parent and Community Engagement Summary

Like many secondary schools, OHS continues to reach parents in through various modes of communication trying to access the help of parents to improve the educational experience and success of students.

Parent and Community Engagement Strengths

-Calendar events for parents such as Parent Portal Night, ESL Parent Night, Parent Meetings

-Open House in the fall

-Prime Time/Cinco de Mayo Celebration in the spring

-First in Family Banquet

-Teacher contact (call, email)

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): Parental involvement and family connections are lacking consistency across the campus. **Root Cause:** Administrators and staff struggle with communicating and involving parents in all aspects of the school community.

School Context and Organization

School Context and Organization Strengths

-many school organizations including AVID, SIP, Robotics, Chess Club, Spanish Club, Amnesty International, IB CAS

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1 (Prioritized): Due to staff shortages, there are not enough qualified candidates for leadership roles and administration. **Root Cause:** Not able to train more teachers to take on leadership roles due to staff shortages.

Technology

Technology Summary

Technology continues to be a challenge for the campus due to budgets, student-device ratio, and the evolving nature of technology and technology programs.

Technology Strengths

The strengths of technology is the opportunity it give students to recover courses through Odysseyware and to deliver high quality instruction with certified teachers through Proximity Inc.

Problem Statements Identifying Technology Needs

Problem Statement 1 (Prioritized): Teachers and students need more resources for technology use. **Root Cause:** Limited resources for technology and infrastructure on campus to support technology.

Priority Problem Statements

Problem Statement 1: Teachers and students need more resources for technology use.
Root Cause 1: Limited resources for technology and infrastructure on campus to support technology.
Problem Statement 1 Areas: Technology

Problem Statement 2: Due to staff shortages, there are not enough qualified candidates for leadership roles and administration.
Root Cause 2: Not able to train more teachers to take on leadership roles due to staff shortages.
Problem Statement 2 Areas: School Context and Organization

Problem Statement 3: Parental involvement and family connections are lacking consistency across the campus.
Root Cause 3: Administrators and staff struggle with communicating and involving parents in all aspects of the school community.
Problem Statement 3 Areas: Parent and Community Engagement

Problem Statement 4: Teachers are not able to plan for learning using the PLC process as regularly as needed.
Root Cause 4: Planning time has been limited and requirements for PLC in tested area are limited.
Problem Statement 4 Areas: Curriculum, Instruction, and Assessment

Problem Statement 5: High need for coaching in curriculum and instruction.
Root Cause 5: Non-highly qualified teachers without training.
Problem Statement 5 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 6: Non-highly qualified teachers and long term subs are teaching in all areas.

Root Cause 6: Lack of highly qualified pool of teachers applying to the district.
Problem Statement 6 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 7: Administration works to motivate and encourage teachers but demands are overwhelming.
Root Cause 7: Teachers are assigned many duties and work to compensate for the lack of staff.
Problem Statement 7 Areas: School Culture and Climate

Problem Statement 8: Although the state testing was waived, last year's projected scores for Odessa High were at a 73 overall.
Root Cause 8: Tier 1 instruction is not being driven by data and enhanced through planning.
Problem Statement 8 Areas: Student Achievement

Problem Statement 9: Although there are systems in place, many are lacking detail and need to be evaluated and newly implemented.
Root Cause 9: Teachers, students and administration need more accountability through procedures and routines.
Problem Statement 9 Areas: School Culture and Climate

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- Student failure and/or retention rates

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- Dyslexia Data

- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Student surveys and/or other feedback

Employee Data

- State certified and high quality staff data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- TTESS data
- T-PESS data

Goals

Goal 1: Foundational Excellence: Odessa High School will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 1: Odessa High will provide technology standards to ensure safety and connectivity for anytime/anywhere learning.

Strategy 1: Chromebooks will be provided to staff and students throughout the district, providing more access to online learning and new ways of teaching.

Strategy's Expected Result/Impact: None

Staff Responsible for Monitoring: None

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 2: Odessa High will ensure efficient systems are in place to increase the success and to meet the needs of the students we serve.

Performance Objective 3: Odessa High will embed instructional technology into all professional learning to ensure that teaching and learning can take place effectively.

Strategy 1: All students will receive a device in order to continue remote learning when necessary or wanted.

Strategy's Expected Result/Impact: None

Staff Responsible for Monitoring: None

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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Performance Objective 4: Odessa High will provide a rigorous, relevant and engaging curriculum.

Strategy 1: Odessa High School will be partnering with several groups that will support curriculum and instruction for innovative teaching and learning. Those partners are NTN (Newtech Network), NMSI (National Math and Science Institute), Public Impact (with Opportunity Culture) and will all help in the creativity and streamlining of our curriculum and instruction at Odessa High School.

Strategy's Expected Result/Impact: None

Staff Responsible for Monitoring: None

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 5: Odessa High will provide and safe and supportive school environment.

Strategy 1: All safety management protocols will be followed and shared with teachers and students.

Strategy's Expected Result/Impact: None

Staff Responsible for Monitoring: None

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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Performance Objective 6: Odessa High will pursue community partnerships that promote excellence in our schools.

Goal 2: Invest in Talent: Odessa High School will recruit, develop and retain highly-effective individuals who are invested in looking at tomorrow to inform their practices today.

Performance Objective 1: In 2020-21, Odessa High will offer a job-embedded, personalized professional learning system for teachers and administrators through the district.

Evaluation Data Sources: Learning Management System (LMS)
Employee Performance Evaluations
Staff Retention Rates
Eduphoria STRIVE
Staff Exit Survey Data

Summative Evaluation: None

Strategy 1: Odessa high teachers will volunteer to pilot the Schoology program.

Strategy's Expected Result/Impact: None

Staff Responsible for Monitoring: None

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 2: Odessa High will provide strategic staffing and compensation systems during 2020-2021.

Evaluation Data Sources: Staffing models
Equity Plan
Opportunity Culture
Teacher Incentive Allotment designations
Staffing/Payroll Reports

Summative Evaluation: None

Strategy 1: Odessa High has adopted Opportunity Culture and is providing instruction through new and innovative ways.

Strategy's Expected Result/Impact: None

Staff Responsible for Monitoring: None

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: None

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No Progress Accomplished Continue/Modify Discontinue

Goal 3: Learning Journey: Odessa High School will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. Odessa High will equip students to be adaptable in an ever-changing society.

Performance Objective 1: Odessa High will implement innovative instructional models which enable personalized learning for all students.

Targeted or ESF High Priority

Evaluation Data Sources: None

Summative Evaluation: None

Strategy 1: Odessa High is working with the district to provide Blended Learning and all Remote Learning.

Strategy's Expected Result/Impact: None

Staff Responsible for Monitoring: None

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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Strategy 2: Odessa High is partnering with NTN (Newtech Network) to provide systems that enable effective information for each teacher to easily access and be able to move a student forward in education.

Strategy's Expected Result/Impact: None

Staff Responsible for Monitoring: None

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction

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Strategy 3: Odessa High will utilize Odyssey Ware as a credit recovery/acceleration/intervention to customize individual instruction.

Strategy's Expected Result/Impact: None

Staff Responsible for Monitoring: None

Title I Schoolwide Elements: 2.4, 2.6

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2: Odessa High will promote SEL for all students across the campus.

Strategy 1: Our lunches are combined with a 30 minute time for SEL strategies and learning.

Strategy's Expected Result/Impact: None

Staff Responsible for Monitoring: None

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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Strategy 2: All counselors will work toward presenting and fostering social/emotional learning through presentations and classroom education in the classrooms.

Strategy's Expected Result/Impact: None

Staff Responsible for Monitoring: None

Title I Schoolwide Elements: 2.5, 2.6, 3.1, 3.2

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 3: Odessa High will create systems that support all graduating seniors to and through college, career and military decisions.

Performance Objective 4: Students achieving the AP/IB passing standard will increase from 12% to 14% by May 2021.

Evaluation Data Sources: 2020 State Accountability

Summative Evaluation: None

Performance Objective 5: 11th Grade students achieving the PSAT/NMSQT benchmark will increase from 11% to 15% by May 2021.

Evaluation Data Sources: 2021 College Board Report

Summative Evaluation: None

Campus Funding Summary

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Ector County Independent School District

Permian High School

Improvement Plan

2020-2021

Mission Statement

The mission of Permian High School is to achieve a standard of excellence and inspire a passion for learning that affords endless opportunities.

Vision

Strategies

Strategy #1

We will ensue learning experiences are engaging, challenging, and meaningful.

Strategy #2

We will provide infrastructure to maximize the success of all students.

Strategy #3

We will identify, engage and equip our world class team to accomplish our mission.

Strategy #4

We will establish and sustain an interdependent partnership with parents.

Strategy #5

We will communicate effectively to serve our mission.

Strategy #6

We will model and market our new culture throughout our community to ensure support and participation.

Core Beliefs

We believe that.....

Each person has inherent worth and unique strengths.

Curiosity and learning are natural and grow without limit given stimulation and nurturing.

People are interdependent.

Each individual has a responsibility to add value to self and community.

Individuals are accountable for their choices and actions.

Education creates opportunity and opportunity creates a better world.

Progress improves and adds value to human life.

Fear limits life's potential; courage inspires living.

There is a difference between right and wrong.

Values learned at home affect a lifetime.

Leadership is influence; everyone is a leader.

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- Goal 3 : Learning Journey: Permian High School will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. Permian High School will equip students to be adaptable in an ever-changing society. 43

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Comprehensive Needs Assessment

Demographics

Demographics Summary

According to the 2019-20 Texas Education Agency School Enrollment Details, Permian High School reflected the following demographics:

- Enrollment: 3684
- Economically Disadvantaged: 33.9%
- English Language Learner: 10.2%
- Students Receiving Special Education Services: 7.8%
- Hispanic Students: 67%
- White Students: 24%
- African American Students: 5.8%
- Asian: 1.8%
- American Indian: .4%
- Pacific Islander: .2%
- Two or More Races: .7%

Demographics Strengths

According to the 2018-19 Texas Academic Performance Report, PHS's Dual Course Credits of Annual Graduates reflected 28.8%, outpacing the state average of 20.7%. PHS's Associate's Degrees was 2%, also higher than the state average of 1.4%. Approved Industry-Based Certications for PHS were 6.5% in comparison to the state average of 4.8%. PHS Graduates with Level I or Level II Certificates was 4.7%, well above the state average of 0.6%.

Average ACT Scores reflect the following:

- State: 20.6
- PHS: 20.8

Although PHS's SAT scores were slighter lower than the state average (911 and 1036 respectively), PHS tested 95.4% of its Annual Graduates, as opposed to the state average of 74.6%

TAPR also reflects the average of students scored at or above the state average in all grades in the following areas:

SCIENCE:

- State: 81%
- PHS: 82%
- Hispanic: 81%
- White: 88%
- Asian: 100%

SOCIAL STUDIES:

- State: 81%
- PHS: 90%
- African American: 86%
- Hispanic: 89%
- White: 94%
- Asian: 92%

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Many at-risk students are not involved in all aspects of student life at Permian. **Root Cause:** At-risk students often have work-related or family responsibilities outside of the school day that limit their ability to participate in extracurricular activities.

Student Achievement

Student Achievement Summary

According the the 2018-19 Texas Academic Performance Report, Permian High School earned an overall performance score of 74, up 4 points from the previous year. Due to COVID-19, students were not assessed in the spring of 2020. Historical overall performance data are noted below.

Year	Overall Rating	Domain 1 (Student Achievement)	Domain 2 (School Progress)	Domain 3 (Closing the Gaps)
2017-2018	70	73	63	64
2018-2019	74	76	66	70
2019-2020	Not Rated	Not Rated	Not Rated	Not Rated

Permian High School is committed to the aligned curriculum and data-driven instruction to enhance student learning. The campus embedded Professional Learning Communities in the Master Schedule during the day for state assessed End of Course (EOC) subject areas. PHS's AP/Dual Credit programs are continuously being monitored and evaluated so students can be successful. PHS is striving to place academics at the forefront of every decision made for students. Teachers utilize the TEKS Resource System for instructional delivery. Formative (short cycle) assessments are provided to students to provide feedback on a quick turnaround scale.

Although students did not have an opportunity to participate in state assessments for the 2019-20 school year due to COVID-19, PHS is committed to earning TEA Academic Distinctions in the following areas for the 2020-21 school year:

- Academic Achievement in Science
- Top 25% Comparative Academic Growth
- Academic Achievement in Mathematics
- Post-secondary Outcomes
- Academic Achievement in English Language Arts/Reading
- Top 25%: Comparative Closing the Gaps
- Academic Achievement in Social Studies

Student Achievement Strengths

Over 450 students were involved in PHS's dual credit program for the 2019-2020 school year. Reducing the freshman retention rate by over 20% is a campus goal for 2020-21. There was an increase of 40% of 10th grade students obtaining 5 credits to move on to the next grade level. ECISD changed grade level credits (for example, from 6 to 5 credits to be a 10th grade student) and this benefited both PHS's graduation and dropout rates. First year 9th grade Algebra 1 credit counts for 2018 (84.02), 2019 (85.7), and 2020 (82.31) have remained steady for 3 years.

Permian High School is an AVID demonstration school. In 2019, AVID graduated 100% of its seniors. The campus is committed to school-wide AVID strategies to support all students for college readiness.

PHS moved strong math teachers to teach Algebra 1 to ensure support for all struggling students in this subject area, which is the lowest performing subject. Last year, the Math Department implemented 3 Saturday schools to support struggling math students before the Algebra 1 EOC, but with COVID-19, the plan was postponed. PHS's plan is implement the same strategy for the 2020-21 school year to help support struggling students, either face-to-face or virtual.

The campus CTE program is strong and is supported for student achievement. The CTE program has increased in number of students, plus we added 3 more classrooms for student instruction.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): Students are under performing on state assessments at the 9th and 10th grade levels. **Root Cause:** Developmentally, many 9th and 10th grade students are not vested in standardized assessments.

Problem Statement 2: PHS faces daily challenges of students not attending class, dropping out of school, and not graduating. **Root Cause:** Internal protocols need to be restructured to ensure the systems are enhanced to track, monitor, and support at-risk students

School Culture and Climate

School Culture and Climate Summary

PHS is committed to develop a shared mission, vision and goals to support College and Career Readiness. PHS' Dual Credit program continues to have large enrollments.

The campus is always seeking district initiatives for best practice instructional strategies to ensure that all students learn. PHS has departmentalized with an alpha split for counselors and principals since the 2019-20 school year. Also, to better support students and families, a counseling center was created in one location. PLCs have been implemented for several years to support tested areas, specifically in Algebra 1 and English.

PHS's Career and Technical Education (CTE) program will be heavily involved this year to ensure student achievement and growth in this program for PHS's College, Career, and Military Readiness (CCMR) Related Indicators, which includes the number of dual credit students, military bound seniors, and students earning a certificate through CTE.

School Culture and Climate Strengths

The Fine Arts and Athletic Programs are strong components of student participation. When students are involved in school programs, they are successful and feel part of the school community.

Several programs are available to help students in need of assistance. (For example: Teacher tutoring, credit recovery (OW), attendance appeal, End of Course (EOC) remediation, pull outs, Think Through Math, LPAC monitoring intervention, AVID strategies, etc.)

English 1 and 2 EOC are additional areas that our leadership team is focusing since the 2019 school year. PHS teachers will be targeting struggling students, especially students who are in the bubble of almost passing.

The CTE program has increased in number of students, plus we added 3 more classrooms for student instruction.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Many teachers are challenged with establishing protocols and expectations for virtual learners. **Root Cause:** With COVID-19, many students were disengaged from the learning process.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Permian High School administrators and Academic Associates interview and hire Highly Qualified teachers in their area of expertise. New teachers are provided a campus mentor, a year-long mentorship program/induction and ongoing professional development.

Staff Quality, Recruitment, and Retention Strengths

Permian High School has a diverse group of teachers who are willing to go beyond the call of duty. The academic department teams work together to formulate the best possible strategies to help all students.

According to the TEA's 2018-19 School Report Card, the average teacher's salary for Permian High School is $57,355, which is above the state average of $54,122. Permian administrators work in conjunction with ECISD's Human Resource Department to hire the best quality candidate for the job in their specific area of study. The campus strives to hire HQ staff to fill all positions. New teachers are trained by the district on best practice strategies throughout the year. Permian campus leaders also provide a teacher mentorship program to support new teachers to our campus during their first year of instruction.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Retaining teachers across core content areas is an ongoing challenge. **Root Cause:** Teachers new to the profession or with 1-5 experience leave for employment opportunities outside of the district's control to work in other ISDs across the state with additional amenities and opportunities.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Permian High School is committed to the aligned curriculum and data-driven instruction to enhance student learning. The campus has embedded Professional Learning Communities in the Master Schedule during the school day for state tested (EOC) subject areas. Permian HS is striving to place academics at the forefront of every decision made for our students. We want our teachers to provide students with the best instructional delivery using the TEKS Resource System. Teachers must provide students the opportunity to receive results faster, relearn, and reassess if necessary. Permian High School follows ECISD initiatives through administrative monitoring of approved curriculum and data-driven instruction to increase student achievement.

Teachers receive ongoing professional development to analyze and use data to make informed decisions about instructional practices, scope and sequence, and student interventions. Lesson plans, lesson delivery, and instruction are designed to ensure the needs of all students are proactively addressed and met. The campus staff utilizes tutoring and Odyssey Ware (online credit recovery program) to provide a common curriculum and intervention process to address the needs of struggling students in all academic areas of learning.

PHS's AP/Dual Credit programs are continuously being monitored and evaluated so students can be successful.

Curriculum, Instruction, and Assessment Strengths

All sophomores and juniors are given the PSAT to identify their strengths and weaknesses necessary for college study. The campus CTE program is growing at a steady pace to address Post Secondary Readiness along with our ROTC, Dual Credit and AVID programs. Permian Pre-AP, AP and Dual Credit programs have remained steady in growth of the programs throughout years and we administered roughly 1700 AP exams in 2019.

The campus AVID program is growing and supported by administration for its strong instructional strategies in the academic areas of teaching and learning. We have at least one principal assigned to monitor and train within the AVID program every year.

The top 30-40% of juniors will take the SAT in late Feb or early March to continue to prepare students for post-secondary readiness. PHS also administer the ASVAB interest survey to designated grade levels. The campus provides CP-ELA and CP-Math to all seniors, which will count as their English and Math credit and qualify them to attend college and provide ECISD with the CCMR credit in preparation for all students to either enter college or the work force. Seniors who have not completed or passed the EOC in Math and English will test for TSI to give them the opportunity to be successful and graduate.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Students are unable to access digital resources. **Root Cause:** Although the district is actively seeking measures to provide enhanced technology support to all students, there is a lack of student devices and poor Wi-Fi connection.

Parent and Community Engagement

Parent and Community Engagement Summary

Permian High School provides many methods to reach the parents of our students. The following are examples of school to parent communication:

- School Website
- Parent Link
- Open House
- Showcase
- Booster Club meetings
- Athletic & Fine Art Activities
- School Newsletter
- VIP Campus Program
- Parent Conferences
- PHS Campus Business Program Pathways (CTE Programs)
- Partnership with UTPB and OC
- Campus Improvement Team (CIT)
- Twitter

Parent and Community Engagement Strengths

Parent participation in Booster Clubs, Athletic and Fine Art events is strong at Permian High School. The activities are well attended and supported by parents of students involved in school functions. Permian ex-graduates are willing to provide the time and effort to support the school through many hours of involvement. Recently, several large donations/boosters have provided funds for improvements throughout the school and community. Students and staff continuously look for ways to give back to the community.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Parent involvement in the Athletic and Fine Arts programs is very strong, but lagging in academic programs. **Root Cause:** Parents often face time constraints and traditionally support booster clubs/organization.

School Context and Organization

School Context and Organization Summary

Permian campus is a fully integrated campus composed of over 3,684 students in grades 9-12. The staff has been restructured to provide more efficient supports and services.

Counselors and administrators are currently paired through an alpha split and the dens have been reorganized. A counseling center has been formed to house counselors together in one area, as well as the registrars and attendance clerks. This has allowed PHS to focus on meeting the needs of the students and parents that we serve with a higher degree of customer satisfaction.

School Context and Organization Strengths

Permian High School is a large, comprehensive 6A high school with a student body of multiple strengths and needs. Parental involvement is one of the school's strengths, especially through booster clubs and organizations. Many students are involved in extracurricular activities and the staff continues to explore additional measures to encourage and involve more students in school-related activities.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Providing every teacher with their own classroom is a challenge. **Root Cause:** PHS offers a wide range of course options and there are more teachers than the campus can physically house.

Technology

Technology Summary

With assistance from the district technology initiative, Permian High School has a fully integrated technology campus. Classrooms have a SmartBoard, Infocus, and Elmo Document Camera. Teachers are able to integrate technology to deliver their instructional lessons. The campus is able to access the Internet in each classroom to allow students and teachers to use WiFi. Teachers are provided with laptops and are trained on how to use them to enhance instruction. There are several technology labs available on campus that teachers utilize to help with their instructional lessons. Students are allowed to use their cellphone for instructional purposes and the teacher has embedded technology as part of daily instruction.

ECISD has purchased 900 lap tops for each high school campus and 30 Computers on Wheels (COWS) to hold 30 lap tops each. Recently, the district purchased 10,000 Chromebooks and Permian received 1,550 Chromebooks for our student population. We now have a total of 2,450 on our campus to support more then half of our population.

Each high school campus received roughly 1,200 Inspire calculators for the Math Department. Teachers received the calculators on the first day of school and will be trained, as will the students, throughout the year.

Technology Strengths

Technology is essential for running the campus and the support from Information Systems and Help Desk is outstanding. The IT department has been helpful by training our teachers to include more technology in their instructional delivery.

Problem Statements Identifying Technology Needs

Problem Statement 1: There is a need for better connectivity with our technology. **Root Cause:** There are dead spots within PHS buildings where teachers and students are not able to connect.

Priority Problem Statements

Problem Statement 1: Students are under performing on state assessments at the 9th and 10th grade levels.

Root Cause 1: Developmentally, many 9th and 10th grade students are not vested in standardized assessments.

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: Many at-risk students are not involved in all aspects of student life at Permian.

Root Cause 2: At-risk students often have work-related or family responsibilities outside of the school day that limit their ability to participate in extracurricular activities.

Problem Statement 2 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- Quantifiable goals for measures of CCMR(HB 3)
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness

Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning

an associate's degree, graduating with completed IEP and workforce readiness
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- Student failure and/or retention rates
- Student failure and/or retention rates

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- Migrant population, including performance, discipline, attendance, and mobility
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- At-Risk population, including performance, discipline, attendance, and mobility
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including coherent sequence coursework aligned with the industry-based certifications, program growth and student achievement by race, ethnicity, gender, etc.
- STEM/STEAM data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data
- STEM and/or STEAM data
- Dual-credit and/or college prep course completion data
- Pregnancy and related services data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data

- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Equity Data
- Highly qualified staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- TTESS data
- Equity data
- TTESS data
- PDAS and/or T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Parent Involvement Rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices

- Action research results
- Other additional data

Goals

Revised/Approved: August 24, 2020

Goal 1: Foundational Excellence: Permian High School will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 1: The number of students that earn a minimum of six credits by the end of their 9th grade year will increase 20% from 2020 to 2021.

Targeted or ESF High Priority

Evaluation Data Sources: District PEIMS Report

Summative Evaluation: None

Strategy 1: Permian High School will offer tutorials/remediation for all students throughout the school year.

Strategy's Expected Result/Impact: The passing rate will increase 20% in 2020-2021 for students receiving receiving tutorials/remediation.

Staff Responsible for Monitoring: Principal, Associate and Assistant Principals, Counselors, Teachers

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

Funding Sources:
None

ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Comprehensive Support Strategy

Targeted Support Strategy

Additional Targeted Support Strategy

Results Driven Accountability

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Strategy 2: Permian High School will offer Odyssey Ware to all students who are not successful in regular course work to retake and remain on cohort.

Strategy's Expected Result/Impact: PHS will raise the percentage from 811 students in 2019-2020 to 839 students who receive a minimum of 6 credits by the end of 2020-2021 school year.

Staff Responsible for Monitoring: Principal, Associate and Assistant Principals, Counselors, Teachers

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

Funding Sources:
None

ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Comprehensive Support Strategy

Targeted Support Strategy

Additional Targeted Support Strategy

Results Driven Accountability

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 2: Permian High School's post-secondary enrollment will increase 20% from 2020 to 2021.

Targeted or ESF High Priority

Evaluation Data Sources: 2021 College Board Report

Summative Evaluation: None

Strategy 1: Permian High School will offer AP, Dual, PSAT, SAT, and TSI to provide opportunities to all students to be prepared for college.

Strategy's Expected Result/Impact: PHS will increase the number of students who enroll into post secondary institutions from 502 to 569 (20%) in 2020-2021.

Staff Responsible for Monitoring: Principal, Associate and Assistant Principals, Counselors, Teachers

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

Funding Sources:
None

ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Comprehensive Support Strategy

Targeted Support Strategy

Additional Targeted Support Strategy

Results Driven Accountability

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 3: Permian High School will provide the environment conducive to all educational needs in conjunction with the development of a Long Range Facilities Plan that will move the District forward in the future.

Targeted or ESF High Priority

Evaluation Data Sources: Principal, Associate and Assistant Principals, Counselors, Teachers

Summative Evaluation: None

Strategy 1: Permian High School will provide free feeding to all students.

Strategy's Expected Result/Impact: Permian High School will provide free meals to all students during COVID-19; thereafter, any who student who meets federal criteria will be provided a free breakfast and lunch.

Staff Responsible for Monitoring: ECISD School Nutrition Department, Permian High School Cafeteria Manager, Cafeteria Staff

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 4: Permian High School's annual attendance rate will increase 4% from 2019-2020 to 2020-2021.

Targeted or ESF High Priority

Evaluation Data Sources: District PEIMS Data

Summative Evaluation: None

Strategy 1: Attendance clerks will follow call center protocols to contact families and students who are not coming to school.

Strategy's Expected Result/Impact: Attendance will improve from 91.2 % to 95.2 %.

Staff Responsible for Monitoring: Principal, Associate and Assistant Principals, Counselors, Teachers, Attendance Clerks

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: Connect high school to career and college, Improve low-performing schools

Funding Sources: None

ESF Levers: Lever 3: Positive School Culture

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 5: Permian High School will provide differentiated processes for priority classrooms/students.

Targeted or ESF High Priority

Evaluation Data Sources: Lesson plans, ongoing assessment data

Summative Evaluation: None

Strategy 1: Permian High School will plan and implement effective transitions for students to maintain academic learning and support the social-emotional learning of students.

Strategy's Expected Result/Impact: All students will be introduced and familiar with all activities, clubs, and organizations the Permian High School offers that meets the needs of all students.

Staff Responsible for Monitoring: Principal, Associate principals, Assistant principals, Academic Associates, Sponsors, Coaches

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

Funding Sources:
None

ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Comprehensive Support Strategy

Targeted Support Strategy

Additional Targeted Support Strategy

Results Driven Accountability

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 6: Permian High School will embed technology for anytime, anywhere teaching and learning.

Targeted or ESF High Priority

Evaluation Data Sources: District Technology Team, Information Systems

Summative Evaluation: None

Strategy 1: Use technology resources that will enable students, teachers and leaders to implement and monitor personalized learning for all, including the following: Learning Management System (LMS) and Adaptive Technology.

Strategy's Expected Result/Impact: Permian High School will becomes a 1:1 technology school. All students will be provided a device as well as access to the internet.

Staff Responsible for Monitoring: ECISD Technology Department, Principal, Associate Principals, Assistant Principals, Technology Specialists

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

Funding Sources:
None

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Comprehensive Support Strategy

Targeted Support Strategy

Additional Targeted Support Strategy

Results Driven Accountability

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 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 7: Permian High School will provide a rigorous, relevant, and engaging curriculum.

Targeted or ESF High Priority

Evaluation Data Sources: TEKS Resource System (TRS), McGraw-Hill and Perfection (ECISD approved adoptions), Relay, PLCs, National Math and Science Institute (NMSI)

Summative Evaluation: None

Strategy 1: Through the adoption of Mc-Graw Hill, Perfection, and the National Math and Science Institute (NMSI), teachers will be trained and provided with on-going support to design and redesign lessons to become engaging, intentionally reflective of the times, and thought-provoking.

Strategy's Expected Result/Impact: Students will have higher assignment completion rates and coursework will reflect in-depth research or skills of higher-level thinking.

Staff Responsible for Monitoring: Principal, Associate Principals, Assistant Principals, Advanced Placement teachers, NMSI Coordinators, Academic Associates, AP Coordinator, and teachers.

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

Funding Sources:
None

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 8: Permian High School will increase TPRS students to 95% on track to graduate with their cohort.

Targeted or ESF High Priority

Evaluation Data Sources: PEIMS, TAPR, SQL Reports Manager

Summative Evaluation: None

Strategy 1: Permian High School will offer support services such as counseling, parenting classes (First Five, Nursing Family Practitioners, 24/7 Dad, Parents as Teachers, Mommy & Me), academic home-bound services, and tutoring (Professional Tutors of America).

Strategy's Expected Result/Impact: TPRS students will graduate on target with their cohort and have foundational skills and strategies needed to enter the workforce or secondary education.

Staff Responsible for Monitoring: Teen Parent Related Services Coordinator, Teen Parent Specialist, Teen Parent Case Worker, TPRS/504 counselor, Principals, Associate Principals, Assistant Principals

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

Funding Sources:
None

ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Comprehensive Support Strategy

Targeted Support Strategy

Additional Targeted Support Strategy

Results Driven Accountability

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 9: Permian High School will develop the adult collective understanding and shared vision of Social Emotional Learning (SEL) that creates systemic change where SEL can thrive.

Targeted or ESF High Priority

Evaluation Data Sources: Youth Truth Survey, SEL Survey, classroom presentation/feedback, Arlo's Counseling Corner (feedback)

Summative Evaluation: None

Strategy 1: Permian High School staff will engage in professional learning about SEL research and practice.

Strategy's Expected Result/Impact: Students will gain a better understanding and self-awareness of SEL.

Staff Responsible for Monitoring: Principal, Associate principals, Assistant Principals, SAS Counselors, School Counselors

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: Lever 3: Positive School Culture

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 10: Permian High School will develop and implement systems and supports for students and families that promote recovery and resiliency.

Targeted or ESF High Priority

Evaluation Data Sources: PEIMS, SAS End-of-Year data submission

Summative Evaluation: None

Strategy 1: SAS Counselors will coordinate with all campus personnel to identify and serve students and families needing additional SEL support.

Strategy's Expected Result/Impact: PHS's SAS's enhanced protocols will benefit SEL services students and families.

Staff Responsible for Monitoring: Principal, Associate and Assistant Principal, SAS Counselors, Teachers

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: Lever 3: Positive School Culture

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 11: Permian High School will provide a safe and supportive school environment.

Targeted or ESF High Priority

Evaluation Data Sources: Youth Truth Survey, SEL Survey

Summative Evaluation: None

Strategy 1: Awareness training for staff, students, and parents will be provided in the area of sexual abuse and other maltreatment of children. All new staff will be trained during required new employee training on prevention programs. SAS Counselors will train all staff during campus professional development on prevention and reporting requirements. Required child abuse awareness posters for students will be displayed throughout the campus.

Strategy's Expected Result/Impact: Staff will know the symptoms of abuse, understand the necessary actions to take, and take action to eliminate the potential for child abuse and neglect.

Staff Responsible for Monitoring: Principal, Associate Principals, Assistant Principals, SAS Counselors, School Counselors

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: Lever 3: Positive School Culture

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Strategy 2: Permian High School administrative leadership team and SAS Counselors will be trained yearly in ECISD crisis response procedures. Permian High School staff will be trained yearly during campus professional development concerning ECISD suicide prevention response procedures.

Strategy's Expected Result/Impact: In a crisis, all Permian High School campus members will be trained in the protocol and take the appropriate action which will prevent any unnecessary, unintended actions to take place.

Staff Responsible for Monitoring: Assistant Superintendent - Student and School Support, SAS counselors, Principal, Associate and Assistant Principals, School Counselors

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture

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Strategy 3: The ECISD comprehensive Guidance and Counseling curriculum will continue to be implemented in PK-12 to implement lessons that will include dating violence, child abuse, bullying, conflict resolution, substance abuse, self-efficacy, decision-making, behavior, and other social-emotional topics.

Strategy's Expected Result/Impact: The PHS staff will have an increasing awareness of the Guidance and Counseling curriculum.

Staff Responsible for Monitoring: SAS Counselors and School Counselors

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

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Strategy 4: Permian High School will attach the district's freedom from bullying policy and procedures which includes how to prevent, identify, respond to and report bullying. Administrators will follow all legal requirements pertaining to incidents of bullying.

Strategy's Expected Result/Impact: Permian High School will decrease bullying incidents. Administrators will work closely with District Police.

Staff Responsible for Monitoring: Principal, Associate Principals, Assistant Principals, SAS counselors, Counselors

Title I Schoolwide Elements: 2.6

Problem Statements: None

TEA Priorities: Improve low-performing schools

Funding Sources: None

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

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Strategy 5: Campus level systems and structures will be developed to monitor/improve disaggregated discipline data regularly to inequities.

Strategy's Expected Result/Impact: PHS will benefit from implementing a proactive approach to identifying inequities and finding/determining resolutions for equity.

Staff Responsible for Monitoring: Principal, Associate Principals, Assistant Principals, Discipline Data Clerk

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: Improve low-performing schools

Funding Sources:
None

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture

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 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 12: Permian High School will invest in research to drive progress in education and develop new tools and technologies aligned to district needs.

Targeted or ESF High Priority

Evaluation Data Sources: Program evaluations

Summative Evaluation: None

Strategy 1: ECISD will provide Teacher University.		
Strategy's Expected Result/Impact: Teacher will gain adequate training in new tools and technology to implement into remote and hybrid learning. **Staff Responsible for Monitoring:** Administrators, Instructional Coaches, Department Chairs **Title I Schoolwide Elements:** None **Problem Statements:** None **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **Funding Sources:** None **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	**Formative** **Oct** **Jan** **Mar** **Summative** **May**

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Performance Objective 13: Permian High School will develop a comprehensive communication plan based on the priorities identified in ECISD's Strategic Plan, The Future is Now.

Targeted or ESF High Priority

Evaluation Data Sources: District Based Strategic Plan, Campus Strategic Plan

Summative Evaluation: None

Strategy 1: Permian high school will closely mirror ECISD's Strategic Plan on comprehensive communication.

Strategy's Expected Result/Impact: Stakeholders will benefit from a Comprehensive Communication Plan.

Staff Responsible for Monitoring: Principal, Associate and Assistant Principals

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

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Performance Objective 14: Permian High School will pursue community partnerships that promote excellence in our schools.

Targeted or ESF High Priority

Evaluation Data Sources: Community/Parent Involvement surveys

Summative Evaluation: None

Strategy 1: A campus-level system will be developed to help promote community/parent partnerships by outstanding great customer service .

Strategy's Expected Result/Impact: Parents/Community members will feel welcomed at Permian High School.

Staff Responsible for Monitoring: Office Clerks, Attendance Clerks, Registrars, Counselors, Administrators

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

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Performance Objective 15: Permian High School will have 100% of AVID students will have a CCMR plan and /or acceptance.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: Campus AVID Coordinator End-of-Year data submissions

Summative Evaluation: None

Strategy 1: Permian High School will provide weekly content tutorials, and college/career experiences.

Strategy's Expected Result/Impact: 100% Graduation 100%College Readiness 100% CCMR

Staff Responsible for Monitoring: AVID Coordinator, AVID Team, AVID Assistant Principal Monitor, principal, Associate and Assistant Principals, Principal

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

Funding Sources: None

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

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Goal 2: Invest in Talent: Permian High School will recruit, develop, and retain highly-effective individuals who are invested in looking at tomorrow to inform their practices today.

Performance Objective 1: In 2020-21, Permian High School will offer a job-embedded, personalized professional learning system for teachers.

Targeted or ESF High Priority

Evaluation Data Sources: Learning Management System (LMS)
Employee Performance Evaluations
Staff Retention Rates
Eduphoria STRIVE
Staff Exit Survey Data

Summative Evaluation: None

Strategy 1: PHS administrators will conduct a minimum of 5 documented walkthroughs and/or observation/feedback meetings per week.

Strategy's Expected Result/Impact: Teachers will enhance/improve their teaching practices through academic coaching.

Staff Responsible for Monitoring: Principal, Associate and Assistant Principals

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: Recruit, support, retain teachers and principals

Funding Sources: None

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture

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Strategy 2: Permian High School will utilize Opportunity Culture to extend the reach of excellent teachers and their teams during 2020-2021.

Strategy's Expected Result/Impact: PHS will have an increase in teacher retention.

Staff Responsible for Monitoring: Principal, Associate and Assistant Principals, Department Chairs

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: Recruit, support, retain teachers and principals

Funding Sources: None

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture

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Performance Objective 2: ECISD will provide strategic staffing and compensation systems during 2020-2021.

Targeted or ESF High Priority

Evaluation Data Sources: Staffing models
Equity Plan
Opportunity Culture
Teacher Incentive Allotment designations
Staffing/Payroll Reports

Summative Evaluation: None

Strategy 1: PHS will partner with ECISD to pursue TEA's Teacher Incentive Allotment.

Strategy's Expected Result/Impact: PHS will have an increase in teacher retention.

Staff Responsible for Monitoring: ECISD HR Department, Principal, Associate and Assistant Principals

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: Lever 2: Effective, Well-Supported Teachers

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Performance Objective 3: ECISD will cultivate current and potential pipelines for selection and development of quality people during 2020-2021.

Evaluation Data Sources: Recruitment data
Enrollment and completion data from all pipelines

Summative Evaluation: None

Strategy 1: PHS will partner with ECISD HR Department to explore innovative opportunities to select and develop current and future employees.

Strategy's Expected Result/Impact: PHS will have an increase in teacher retention.

Staff Responsible for Monitoring: ECISD HR Department, Principal, Associate and Assistant Principals

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: Lever 2: Effective, Well-Supported Teachers

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Performance Objective 4: Permian High School's teacher retention rate will increase from 78.8% in 2020 to 80% (+0.6%min.) in 2021.

Targeted or ESF High Priority

Evaluation Data Sources: Texas Academic Performance Report (TAPR)

Summative Evaluation: None

Strategy 1: PHS will utilize teacher survey data to proactively address teacher feedback.

Strategy's Expected Result/Impact: PHS will have an increase in teacher retention.

Staff Responsible for Monitoring: Principal, Associate and Assistant Principals, Teachers

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: Lever 2: Effective, Well-Supported Teachers

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Goal 3: Learning Journey: Permian High School will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. Permian High School will equip students to be adaptable in an ever-changing society.

Performance Objective 1: ECISD will develop a plan to increase the number of students who are Kindergarten ready and who are on grade level by grade 3.

Evaluation Data Sources: Pre-K Circle Data, MAP Growth Assessment

Summative Evaluation: None

Strategy 1: PHS will partner with ECISD to review trend in early grades and adjust vertical alignment accordingly.

Strategy's Expected Result/Impact: ECISD will be aligned PK-12 to best serve all students.

Staff Responsible for Monitoring: Principal, Associate and Assistant Principals, Counselors, Teachers

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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Performance Objective 2: Permian High School will implement innovative instructional models which enable personalized learning for all students.

Targeted or ESF High Priority

Evaluation Data Sources: Lesson plans, T-TESS/walkthrough observations, student surveys

Summative Evaluation: None

Strategy 1: Permian High School will implement assessment models that ensure teachers and students are able to monitor their learning and growth. Assessment models will include the following: MAP Growth Assessments, Formative Assessments, and Aggressive Monitoring.

Strategy's Expected Result/Impact: Students will be empowered to track their academic progress and there will be an increase in student achievement.

Staff Responsible for Monitoring: Principal, Associate and Assistant Principals, Counselors, Teachers, Academic Associates

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

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Strategy 2: Permian High School will implement research based instructional models which enable personalized learning for all students, including the following: Blended Learning, Balanced Literacy, Enriched Advanced Academics, and/or Project Based Learning.

Strategy's Expected Result/Impact: Students will be empowered to track their own progress and there will be an increase in student achievement.

Staff Responsible for Monitoring: Principal, Associate and Assistant Principals, Counselors, Teachers, Academic Associates

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

Funding Sources:
None

ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Comprehensive Support Strategy

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Strategy 3: Principal will implement PLCs where teams implement the Data Driven Instructional process, develop TEKS knowledge (Know/Show charts), implement the coaching model of Observation/Feedback, and plan for students mastery of learning objectives through a personalized learning path.

Strategy's Expected Result/Impact: Teachers will grow professionally and student achievement will increase.

Staff Responsible for Monitoring: Principal, Associate and Assistant Principals, Teachers, Instructional Coaches

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

Funding Sources:
None

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Comprehensive Support Strategy

Targeted Support Strategy

Additional Targeted Support Strategy

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Discontinue

Performance Objective 3: ECISD will promote SEL for all students across the district.

Targeted or ESF High Priority

Evaluation Data Sources: SAS End-of-Year data submissions, PEIMS

Summative Evaluation: None

Strategy 1: SAS Counselors will provide social and emotional support to students, families, and staff both in person and virtually as needed.

Strategy's Expected Result/Impact: Improved Social and Emotional health, increased student emotional support

Staff Responsible for Monitoring: Student Assistance Counselors, Assistant Principal, Associate Principal, Principal

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: Lever 3: Positive School Culture

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Strategy 2: Due to COVID 19, PHS students will be provided additional Social and Emotional resources such as coping with stress video clips, mindful meditations, and a counseling hotline.

Strategy's Expected Result/Impact: Student will benefit from an increase in student and family social and emotional support.

Staff Responsible for Monitoring: SAS Counselors, Counselors, Assistant Principals, Associate Principals, Principal

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: Lever 3: Positive School Culture

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Performance Objective 4: Permian High School will develop a vision for the future of choice schools that connects to the district's broader vision for student success that considers academic goals, the diversity of student needs, expectations for low-performing schools, and a desire for continuous improvement.

Targeted or ESF High Priority

Evaluation Data Sources: TAPR, Federal Report Card, College Board Report

Summative Evaluation: None

Strategy 1: Permian High School will diversify Advanced Placement enrollment and recruitment and allow for more flexibility and support for struggling learners

Strategy's Expected Result/Impact: There will be an increase in student diversity in AP classes.

Staff Responsible for Monitoring: Associate Principal for Curriculum and Instruction, Assistant Principals, Counselors, Principal

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Comprehensive Support Strategy

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Performance Objective 5: Permian High School will create systems that support all graduating seniors to and through college, career and military decisions.

Targeted or ESF High Priority

Evaluation Data Sources: TAPR, Federal Report Card, College Board Report

Summative Evaluation: None

Strategy 1: Permian High School students not meeting TSI readiness will be enrolled in the College Prep English Language Arts and/or College Prep Math courses. PHS will offer the TSIA to all Juniors and Seniors and to all Freshman and Sophomores as needed for College Career Military Readiness.

Strategy's Expected Result/Impact: There will be an increase in student participation and readiness for TSI.

Staff Responsible for Monitoring: Principal, Associate and Assistant Principals, Counselors, College Advisor, Teachers

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

Funding Sources: None

ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

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Strategy 2: Permian High School students, parents, counselors and teachers will be provided information annually concerning dual credit, higher education admission, financial aid, TEXAS grant, TEACH for TEXAS grant to guide their decisions on course selections. Seniors will be provided assistance with college admissions, FAFSA, and scholarship information.

Strategy's Expected Result/Impact: PHS will have an increase of dual credit participation, student preparedness for college and career readiness.

Staff Responsible for Monitoring: Principal, Associate and Assistant Principals, Counselors, College Advisor, Teachers

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: Connect high school to career and college

Funding Sources: None

ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

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Performance Objective 6: Permian High School students achieving the AP Language passing standard will increase from 31% to 40% by May 2021.

Targeted or ESF High Priority

Evaluation Data Sources: 2020 AP Assessment
2021 AP Assessment

Summative Evaluation: None

Strategy 1: The Spanish Language teacher will look at the Instructional Planning Report which looks at the performance of the Spanish Language students at Permian and compare with College Board standards.

Strategy's Expected Result/Impact: Targeted areas of curriculum will be prioritized to help improve student performance.

Staff Responsible for Monitoring: AP testing Coordinator, Associate Principal of Curriculum and Instruction, AP teacher

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

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Strategy 2: Permian High School will provide increased online practice in Language Labs to allow students to familiarize with voice recording component of AP test.

Strategy's Expected Result/Impact: There will be an increase in student competency and confidence on the Voice component of AP language test.

Staff Responsible for Monitoring: AP Coordinator, Associate Principal for Curriculum and Instruction, AP teachers

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: Connect high school to career and college, Improve low-performing schools

Funding Sources:
None

ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Comprehensive Support Strategy

Targeted Support Strategy

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Performance Objective 7: Permian High School 11th Grade students achieving the PSAT/NMSQT benchmark will increase from 11% to 15% by May 2021.

Targeted or ESF High Priority

Evaluation Data Sources: 2021 College Board Report

Summative Evaluation: None

Strategy 1: PHS Sophomore/Junior English & Math Teachers will be trained to implement the PSAT Curriculum to produce a PSAT/SAT Questions of the Day. PSAT practice tests and information from the College Board will be given via Sophomore and Junior English classes.

Strategy's Expected Result/Impact: There will be an increase in Sophomore and Juniors passing the PSAT benchmark.

Staff Responsible for Monitoring: College Readiness Counselor, Associate Principal for Curriculum and Instruction, English and Math department Chair, Teachers

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

Funding Sources:
None

ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Comprehensive Support Strategy

Targeted Support Strategy

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Strategy 2: Permian High School PSAT Virtual Boot Camp will be provided for all Juniors testing.

Strategy's Expected Result/Impact: There will be an increase in student performance on the PSAT.

Staff Responsible for Monitoring: College Readiness Counselor, Associate Principal for Curriculum and Instruction, Assistant Principals, Principal

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

Funding Sources:
None

ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Comprehensive Support Strategy

Targeted Support Strategy

Additional Targeted Support Strategy

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Performance Objective 8: The Campus Outreach Center servicing McKinney Vento Homeless and English Learners via the Graduation Lab Drop Out Recovery Program will increase enrollment by 10% each quarter. Enrollment will target McKinney Vento Homeless and English Learning students who have dropped out or considering dropping out. 70% of the students enrolled in the COC Graduation Lab Drop Out Recovery Program will continue to be enrolled and matriculating towards graduation. Supplemental tutoring will be provided in order to ensure academic progression in earning credits and passage of the End of Course Exams.

Targeted or ESF High Priority

Evaluation Data Sources: TAPR, Federal Report Card

Summative Evaluation: None

Strategy 1: Permian High School will identify potential drop out students with timely outreach such as phone calls, parent meetings, and home visits from PHS Drop Out Liaison and Community Outreach Center.

Strategy's Expected Result/Impact: There will be a decrease in student drop outs and out of cohort placements.

Staff Responsible for Monitoring: Drop Out Liaison, Assistant Principals, Counselors, Associate Principals, Principal

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: Connect high school to career and college, Improve low-performing schools

Funding Sources: None

ESF Levers: Lever 3: Positive School Culture

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Performance Objective 9: Social workers and specialists will provide interventions to help remove barriers to school attendance and success. COC staff will provide direct interventions to 70% of parents of students with 10 or more unexcused absences and those students on the drop out list. Interventions will be documented in Eduphoria.

Targeted or ESF High Priority

Evaluation Data Sources: PEIMS, TAPR, Federal Report Card

Summative Evaluation: None

Strategy 1: PHS will utilize an Attendance Task Force to monitor and improve attendance.

Strategy's Expected Result/Impact: Student attendance will improve.

Staff Responsible for Monitoring: Principal, Associate and Assistant Principals, Counselors, Attendance Clerks, Teachers

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: Improve low-performing schools

Funding Sources: None

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

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Performance Objective 10: The percentage of students scoring "Meets" on the 1st administration of the Algebra 1 EOC will increase 20% from the 2019 STAAR to the 2021 STAAR

Targeted or ESF High Priority

Evaluation Data Sources: 2019 STAAR Assessment
2021 STAAR Assessment

Summative Evaluation: None

Strategy 1: Teachers will use short-cycle assessments to assess student's achievement level and track growth as they work towards meeting this performance objective. Teacher's will use PLC's to disaggregate data to further assess students learning level and adjust lessons accordingly.

Strategy's Expected Result/Impact: Student academic performance will increase.

Staff Responsible for Monitoring: Principal, Associate and Assistant Principals, Instructional Coaches, Teachers

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: None

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Performance Objective 11: The percentage of students scoring "Meets" on the 1st administration of the English 1 EOC will increase 20% from the 2019 STAAR to the 2021 STAAR

Targeted or ESF High Priority

Evaluation Data Sources: 2019 STAAR Assessment
2021 STAAR Assessment

Summative Evaluation: None

Strategy 1: Teachers will use short-cycle assessments to assess student's achievement level and track growth as they work towards meeting this performance objective. Teacher's will use PLC's to disaggregate data to further assess students learning level and adjust lessons accordingly.

Strategy's Expected Result/Impact: Student academic performance will increase.

Staff Responsible for Monitoring: Principal, Associate and Assistant Principals, Instructional Coaches, Teachers

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: Improve low-performing schools

Funding Sources:
None

ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Comprehensive Support Strategy

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Performance Objective 12: The percentage of students that Met Standard on all subject/grades tested will increase 20% from the 2019 STAAR to the 2021 STAAR.

Targeted or ESF High Priority

Evaluation Data Sources: 2019 STAAR Assessment
2021 STAAR Assessment

Summative Evaluation: None

Strategy 1: Teachers will use short-cycle assessments to assess student's achievement level and track growth as they work towards meeting this performance objective. Teacher's will use PLC's to disaggregate data to further assess students learning level and adjust lessons accordingly.

Strategy's Expected Result/Impact: Student achievement will increase.

Staff Responsible for Monitoring: Principal, Associate and Assistant Principals, Instructional Coaches, Teachers

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: Improve low-performing schools

Funding Sources:
None

ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Comprehensive Support Strategy

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Performance Objective 13: The percentage of students meeting or exceeding the growth target will increase from 20% from the 2019 STAAR to the 2021 STAAR.

Targeted or ESF High Priority

Evaluation Data Sources: 2019 STAAR Assessment
2021 STAAR Assessment

Summative Evaluation: None

Strategy 1: Teachers will use short-cycle assessments to assess student's achievement level and track growth as they work towards meeting this performance objective. Teacher's will use PLC's to disaggregate data to further assess students learning level and adjust lessons accordingly.

Strategy's Expected Result/Impact: Student achievement will increase.

Staff Responsible for Monitoring: Principal, Associate and Assistant Principals, Instructional Coaches, Teachers

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Comprehensive Support Strategy

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Performance Objective 14: The percentage of students earning CCMR credit will increase 20% from 2019 to 2021.

Targeted or ESF High Priority

Evaluation Data Sources: TSI
CPELA
CPMath

Summative Evaluation: None

Strategy 1: Counselors will work with students to identify potential CCMR credit.

Strategy's Expected Result/Impact: PHS CCMR-Related Indicators will increase.

Staff Responsible for Monitoring: Principal, Associate and Assistant Principals, Counselor, Teachers

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: Connect high school to career and college, Improve low-performing schools

Funding Sources:
None

ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Comprehensive Support Strategy

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Performance Objective 15: The four-year campus graduation rate will increase from 89% to 95%.

Evaluation Data Sources: TAPR Report

Summative Evaluation: None

Strategy 1: Permian High School will assure that all students are on track to graduate on time.

Strategy's Expected Result/Impact: Students staying engaged and passing all courses.

Staff Responsible for Monitoring: Teachers, Counselors and Administrators

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources: None

ESF Levers: None

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Performance Objective 16: Permian High School students achieving the AP Literature passing standard will increase from 36% to 41% by May 2021.

Evaluation Data Sources: 2020 AP Assessment
2021 AP Assessment

Summative Evaluation: None

Strategy 1: Students will be provided with instruction and all resources available to be successful in passing the AP Literature exam.

Strategy's Expected Result/Impact: Scores and percentages will improve.

Staff Responsible for Monitoring: Principal, Associate and Assistant Principals, Instructional Coaches, Teachers

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: Improve low-performing schools

Funding Sources:
None

ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Comprehensive Support Strategy

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Additional Targeted Support Strategy

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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 17: The percentage of students scoring "Meets" on the 1st administration of the Biology EOC will increase 20% from the 2019 STAAR to the 2021 STAAR

Targeted or ESF High Priority

Evaluation Data Sources: 2019 STAAR Assessment
2021 STAAR Assessment

Summative Evaluation: None

Strategy 1: Permian High School will improve attendance, build relationships with students and provide the necessary resources for students to attain the knowledge to increase scores.

Strategy's Expected Result/Impact: Students will attend every day and be engaged in their classroom.

Staff Responsible for Monitoring: Principal, Associate and Assistant Principals, Instructional Coaches, Teachers

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Comprehensive Support Strategy

Targeted Support Strategy

Additional Targeted Support Strategy

Results Driven Accountability

Formative	Summative
Oct	May
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Mar	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 18: The percentage of students scoring "Meets" on the 1st administration of the English II EOC will increase 20% from the 2019 STAAR to the 2021 STAAR

Targeted or ESF High Priority

Evaluation Data Sources: 2019 STAAR Assessment
2021 STAAR Assessment

Summative Evaluation: None

Strategy 1: Permian High School will improve attendance, build relationships with students and provide the necessary resources for students to attain the knowledge to increase scores.

Strategy's Expected Result/Impact: Students will attend every day and be engaged in their classroom.

Staff Responsible for Monitoring: Teachers, Counselors, clerks and administrators.

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: Improve low-performing schools

Funding Sources:
None

ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Comprehensive Support Strategy

Targeted Support Strategy

Additional Targeted Support Strategy

Results Driven Accountability

Formative	Summative
Oct	May
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Mar	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 19: The percentage of students scoring "Meets" on the 1st administration of the US History EOC will increase 20% from the 2019 STAAR to the 2021 STAAR.

Targeted or ESF High Priority

Evaluation Data Sources: 2019 STAAR Assessment
2021 STAAR Assessment

Summative Evaluation: None

Strategy 1: Teachers will use short-cycle assessments to assess student's achievement level and track growth as they work towards meeting this performance objective. Teacher's will use PLC's to disaggregate data to further assess students learning level and adjust lessons accordingly.

Strategy's Expected Result/Impact: Student achievement will increase.

Staff Responsible for Monitoring: Principal, Associate and Assistant Principals, Instructional Coaches, Teachers

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: Improve low-performing schools

Funding Sources:
None

ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Formative	Summative
Oct	
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Mar	May

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 20: Permian High School students achieving the AP Biology passing standard will increase from 75% to 80% by May 2021.

Targeted or ESF High Priority

Evaluation Data Sources: 2020 AP Assessment
2021 AP Assessment

Summative Evaluation: None

Strategy 1: Students will be provided with instruction and resources to be successful in passing the AP Biology exam.

Strategy's Expected Result/Impact: Scores and percentages should improve.

Staff Responsible for Monitoring: Teachers, Counselors and administrators.

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: Improve low-performing schools

Funding Sources:
None

ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Comprehensive Support Strategy

Targeted Support Strategy

Additional Targeted Support Strategy

Results Driven Accountability

Formative	Summative
Oct	May
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No Progress Accomplished Continue/Modify Discontinue

Performance Objective 21: Permian High School students achieving the AP Chemistry passing standard will increase from 37.5% to 43% by May 2021.

Evaluation Data Sources: 2020 AP Assessment
2021 AP Assessment

Summative Evaluation: None

Strategy 1: Teachers will use short-cycle assessments to assess student's achievement level and track growth as they work towards meeting this performance objective. Teacher's will use PLC's to disaggregate data to further assess students learning level and adjust lessons accordingly.

Strategy's Expected Result/Impact: Student achievement will increase.

Staff Responsible for Monitoring: Principal, Associate and Assistant Principals, Instructional Coaches, Teachers

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: Improve low-performing schools

Funding Sources:
None

ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Comprehensive Support Strategy

Targeted Support Strategy

Additional Targeted Support Strategy

Results Driven Accountability

Formative	Summative
Oct	May
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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 22: Permian High School students achieving the AP Physics passing standard will increase from 42% to 50% by May 2021.

Targeted or ESF High Priority

Evaluation Data Sources: 2020 AP Assessment
2021 AP Assessment

Summative Evaluation: None

Strategy 1: Teachers will use short-cycle assessments to assess student's achievement level and track growth as they work towards meeting this performance objective. Teacher's will use PLC's to disaggregate data to further assess students learning level and adjust lessons accordingly.

Strategy's Expected Result/Impact: Student academic performance will increase.

Staff Responsible for Monitoring: Principal, Associate and Assistant Principals, Instructional Coaches, Teachers

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: Improve low-performing schools

Funding Sources:
None

ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Comprehensive Support Strategy

Targeted Support Strategy

Additional Targeted Support Strategy

Results Driven Accountability

Formative	Summative
Oct	
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Mar	May

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 23: Permian High School students achieving the AP US History passing standard will increase from 21% to 28% by May 2021.

Evaluation Data Sources: 2020 AP Assessment
2021 AP Assessment

Summative Evaluation: None

Strategy 1: Teachers will use short-cycle assessments to assess student's achievement level and track growth as they work towards meeting this performance objective. Teacher's will use PLC's to disaggregate data to further assess students learning level and adjust lessons accordingly.

Strategy's Expected Result/Impact: Student academic performance will increase.

Staff Responsible for Monitoring: Principal, Associate and Assistant Principals, Instructional Coaches, Teachers

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: Improve low-performing schools

Funding Sources:
None

ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Comprehensive Support Strategy

Targeted Support Strategy

Additional Targeted Support Strategy

Results Driven Accountability

Formative	Summative
Oct	May
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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 24: Permian High School students achieving the AP World History passing standard will increase from 31% to 38% by May 2021.

Targeted or ESF High Priority

Evaluation Data Sources: 2020 AP Assessment
2021 AP Assessment

Summative Evaluation: None

Strategy 1: Teachers will use short-cycle assessments to assess student's achievement level and track growth as they work towards meeting this performance objective. Teacher's will use PLC's to disaggregate data to further assess students learning level and adjust lessons accordingly.

Strategy's Expected Result/Impact: Student academic performance will increase.

Staff Responsible for Monitoring: Principal, Associate and Assistant Principals, Instructional Coaches, Teachers

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: Connect high school to career and college, Improve low-performing schools

Funding Sources:
None

ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Comprehensive Support Strategy

Targeted Support Strategy

Additional Targeted Support Strategy

Results Driven Accountability

Formative	Summative
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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 25: Permian High School students achieving the AP Government & Politics passing standard will increase from 29.6% to 36% by May 2021.

Targeted or ESF High Priority

Evaluation Data Sources: 2020 AP Assessment
2021 AP Assessment

Summative Evaluation: None

Strategy 1: Teachers will use short-cycle assessments to assess student's achievement level and track growth as they work towards meeting this performance objective. Teacher's will use PLC's to disaggregate data to further assess students learning level and adjust lessons accordingly.

Strategy's Expected Result/Impact: Student academic performance will increase.

Staff Responsible for Monitoring: Principal, Associate and Assistant Principals, Instructional Coaches, Teachers

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: Connect high school to career and college, Improve low-performing schools

Funding Sources:
None

ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Comprehensive Support Strategy

Targeted Support Strategy

Additional Targeted Support Strategy

Formative	Summative
Oct	May
Jan	
Mar	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 26: Permian High School students achieving the AP Macro Economics passing standard will increase from 40% to 46% by May 2021.

Targeted or ESF High Priority

Evaluation Data Sources: 2020 AP Assessment
2021 AP Assessment

Summative Evaluation: None

Strategy 1: Teachers will use short-cycle assessments to assess student's achievement level and track growth as they work towards meeting this performance objective. Teacher's will use PLC's to disaggregate data to further assess students learning level and adjust lessons accordingly.

Strategy's Expected Result/Impact: Student academic performance will increase.

Staff Responsible for Monitoring: Principal, Associate and Assistant Principals, Instructional Coaches, Teachers

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: Connect high school to career and college, Improve low-performing schools

Funding Sources:
None

ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Comprehensive Support Strategy

Targeted Support Strategy

Additional Targeted Support Strategy

Formative	Summative
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0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Campus Funding Summary

Addendums

Ector County Independent School District

Action Page

TO: Board of Trustees

FROM: Dr. Lilia Náñez, Associate Superintendent of Curriculum & Instruction

SUBJECT: **DISCUSSION AND BOARD APPROVAL OF ECISD'S ASYNCHRONOUS PLAN, WHICH WILL BE SUBMITTED TO THE TEXAS EDUCATION AGENCY FOR APPROVAL**

DATE: September 15, 2020

Local Education Agencies (LEAs) were asked to submit a Letter of Intent (LOI) to notify the Texas Education Agency of our intent to develop an asynchronous plan for remote learning. TEA's purpose of approving the remote learning plan is to review and approve the plan for districts to earn average daily attendance (ADA) funding.

LEAs must submit the online remote learning plan, which includes attestations and open-ended responses in time for TEA to review and approve plan submissions by October 1. ECISD submitted the letter of intent on 7/14/2020. The plan was developed and completed on 8/19/2020 with the assistance of the Opening Schools Instructional Design Committee, Principal Supervisors for scheduling, C&I team members and Instructional Technology members.

****

Administrative Recommendation:

Approval of the ECISD Remote Learning Asynchronous Plan for PreK-12th Grades

Asynchronous Plan for PreK-12th Grades

Instructional Schedule

- ❑ **Teacher interaction** with students is predictable, sufficient to support schedule.
- ❑ **Teacher availability** for students (e.g. office hours schedule) is planned in advance, predictable, sufficient for student progress, clearly defined, and published in the student syllabus.
- ❑ **Students can access instructional support** from teachers when needed, direct instruction is delivered by teachers, and students know how and when they can interact with their teachers.
- ❑ Students are provided **clear means to engage with academic material on a daily basis**.
- ❑ **Student IEPs** are followed regardless of learning environment such that students with disabilities receive a Free, and Appropriate Public Education (FAPE).
- ❑ Student academic work ensures **engagement that is equivalent to direct content work that a student would be engaged in over a normal school year.** As guidance, this direct work with academic content matches or exceeds the following average daily minimums across all subjects:
    - Half-day PreK – 90 instructional minutes
    - Full day PreK – 180 instructional minutes
    - K through 5th Grade – 180 instructional minutes
    - 6th through 12th Grade – 240 instructional minutes

Materials Design

- ❑ District has adopted a **full, TEKS-aligned curriculum can be executed in an asynchronous remote learning environment**. This includes:
    - ❑ Assessments that ensure continued information on student progress remotely
    - ❑ Instructional materials that support a coherent, logical course sequence that reinforces concepts at appropriate times to ensure continuity of learning remotely
    - ❑ Instructional materials include specifically designed resources and/or accommodations and modifications to support students with disabilities and English Learners in an asynchronous environment.
- ❑ There is a plan to ensure district adopted instructional materials are used during instruction and in the hands of students.

Student Progress

- ❑ Expected student progress in remote asynchronous learning is **planned in advance, defined by day, and ties to the overall course coverage in the course syllabus.**
- ❑ **Daily, trackable student engagement exists** to ensure curricular progress in asynchronous learning. Curricular progress can be measured through any of the following means:
  - ❑ Data from the Learning Management System (LMS) showing progress made that day
  - ❑ Curricular progress evidenced from teacher/student interactions made that day
  - ❑ Completion and submission of assignments planned for that day
- ❑ Districts have **systems to measure academic progress** of all students to **inform instructional practice** in an asynchronous environment.
  - ❑ Progress monitoring includes all students and can be done in any proposed at-home scenario (digital or print)
- ❑ Student **feedback is provided from instructor at least weekly** in asynchronous learning environments including next steps or necessary academic remediation to improve performance.
- ❑ **School grading policies** for remote student work are consistent with those used before COVID for on campus assignments

Implementation

- ❑ Campuses plan for and implement **professional development calendars** with specific supports for asynchronous instruction. These include the following for educators:
  - ❑ Provide introductory and ongoing content-focused, job-embedded training linked to chosen asynchronous curricular resources
  - ❑ Cover all grade levels and content areas that are participating in asynchronous learning
  - ❑ Develop content knowledge to help educators internalize the asynchronous curriculum and analyze and respond to data with the use of the instructional materials
  - ❑ Explicitly cover asynchronous remote instructional delivery and use of the asynchronous learning platform and/or learning management system
- ❑ Districts provide **explicit communication and support for families** in order to support asynchronous work at home.

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Asynchronous Plan Open Responses – Ector County ISD, Odessa, TX

Please check the grade level(s) for which these open response descriptions/attachments apply.

Note: You will be able to submit a response for each grade or grade band, but you may also submit just one response for each question if you prefer, describing any differences by grade level(s) within your responses.

☐ PK3	☒ 3	☒ 8
☒ PK 4	☒ 4	☒ 9
☒ K	☒ 5	☒ 10
☒ 1	☒ 6	☒ 11
☒ 2	☒ 7	☒ 12

Key Requirement Instructional Schedule: Describe (or attach a description of) the structure of your asynchronous schedule highlighting any differences by grade level and/or content area.

ECISD PreK-5 grade elementary schools have three options for instruction. Students may attend school on campus five days a week, may attend school via remote learning five days a week or engage in a hybrid model, alternating days between on-campus and remote learning (hybrid begins at grade 3) utilizing an A/B schedule. The 6-8 grade middle schools will provide three options for instruction. Students may attend school on campus five days a week, may attend school via remote learning five days a week or engage in a hybrid model, alternating days between on-campus and remote learning utilizing an A/B schedule. For the 9-12 high schools, students have two options. The hybrid model allows students to alternate days between on-campus and remote learning through an A/B schedule or students may attend school via remote learning five days a week. Students without internet access are welcome to attend their school five days a week at all schools, including high school students.

Sample daily schedules for students by grade band:

Minutes Allotted PreK	Student Activity PreK	Asynchronous/Synchronous
20 minutes	Opening Circle/Morning Message via Seesaw	Blend of synchronous and asynchronous
60 minutes	ELAR/SLAR Academic Block instruction and centers to include options for a read aloud, phonemic awareness, phonics, writing, language development, RtI	Blend of synchronous and asynchronous
60 minutes	Math Academic Block instruction and centers to include math videos, sorting, etc.	Blend of synchronous and asynchronous
45 minutes	SS/Science Academic Block instruction and centers Imagine Learning login	Blend of synchronous and asynchronous Asynchronous
45 minutes	PE/Music	Blend of synchronous and asynchronous
30 minutes	Gross Motor development	Blend of synchronous and asynchronous
20 minutes TOTAL MINUTES: 280	Closing Circle via Seesaw	Blend of synchronous and asynchronous

Minutes Allotted K-2nd	Student Activity K-2nd	Asynchronous/Synchronous
15 minutes	Welcome your students and review daily expectation	Blend of Asynchronous/synchronous
120 minutes	Balanced Literacy: Synchronous/Asynchronous whole group read aloud and writing, work stations; small group instruction Imagine Language/Literacy	Blend of Asynchronous/synchronous Asynchronous
45 minutes	Specials (PE/Music/Library)	Blend of Asynchronous/synchronous
30 minutes	Social Studies	Blend of Asynchronous/synchronous
100 minutes	Guided Math: Synchronous/Asynchronous whole group, workstations and small group instruction Imagine Math Blueprint	Blend of Asynchronous/synchronous Asynchronous
30 minutes	Science	Blend of Asynchronous/synchronous
45 minutes TOTAL MINUTES: 385	RtI/Tutorials	Synchronous

Minutes Allotted 3rd-5th	Student Activity 3rd-5th Grade	Asynchronous/Synchronous
100 minutes	Balanced Literacy: Whole group read-aloud/Work stations Small-Group Instruction/Individual Instruction Writing/Foundational Skills/Grammar Imagine Literacy/Language/Reading	 Asynchronous Synchronous Blend of synchronous and asynchronous Asynchronous
100 minutes	Guided Math: Whole Group Instruction/Work Stations Small-Group Instruction/Individual Instruction Imagine Math	 Asynchronous Blend of synchronous and asynchronous Asynchronous
40 minutes	Social Studies	Blend of synchronous and asynchronous
45 minutes	PE/Music/Library	Blend of synchronous and asynchronous
45 minutes	Science	Blend of synchronous and asynchronous

45 minutes	Resource/RtI/Tutorials	Synchronous
45 minutes TOTAL MINUTES: 420	Office Hours	Synchronous

3rd through 5th-grade students are assigned as an "A" or "B" student. They attend school for face-to-face instruction, if enrolled in the hybrid model on their designated day and attend via remote learning on the other day. If the student's last name begins with the letter A-L, then that child is an "A" student and will attend face-to-face on the designated "A" days and will attend remotely on the district "B" days. "B" students have the last name that begins with M-Z.

Instructional Minutes Middle School	**Monday (A Group at School)**		**Tuesday (B Group at School)**		**Wednesday (A Group at School)**		**Thursday (B Group at School)**		**Friday (A Group at School)**	
Breakfast 8:30 to 8:42 6th 8:30 to 8:40 7th and 8th	A Group Face to Face	B Group Remote Asynchronous/ Synchronous	A Group Remote Asynchronous/ Synchronous	B Group Face to Face	A Group Face to Face	B Group Remote Asynchronous/ Synchronous	A Group Remote Asynchronous/ Synchronous	B Group Face to Face	A Group Face to Face	B Group Remote Asynchronous/ Synchronous

8:42 to 9:29 6th 8:40 to 9:24 7th 8:40 to 9:35 8th	A Group Face to Face	B Group Remote Asynchronous/ Synchronous	A Group Remote Asynchronous/ Synchronous	B Group Face to Face	A Group Face to Face	B Group Remote Asynchronous/ Synchronous	A Group Remote Asynchronous/ Synchronous	B Group Face to Face	A Group Face to Face	B Group Remote Asynchronous/ Synchronous
9:34 to 10:21 6th 9:29 to 10:16 7th 9:40 to 10:35 8th	A Group Face to Face	B Group Remote Asynchronous/ Synchronous	A Group Remote Asynchronous/ Synchronous	B Group Face to Face	A Group Face to Face	B Group Remote Asynchronous/ Synchronous	A Group Remote Asynchronous/ Synchronous	B Group Face to Face	A Group Face to Face	B Group Remote Asynchronous/ Synchronous
10:26 to 11:13 6th 10:21 to 11:08 7th 10:40 to 11:35 8th	A Group Face to Face	B Group Remote Asynchronous/ Synchronous	A Group Remote Asynchronous/ Synchronous	B Group Face to Face	A Group Face to Face	B Group Remote Asynchronous/ Synchronous	A Group Remote Asynchronous/ Synchronous	B Group Face to Face	A Group Face to Face	B Group Remote Asynchronous/ Synchronous
11:18 to 12:05 6th 11:13 to 11:48 7th lunch	A Group Face to Face	B Group Remote Asynchronous/ Synchronous	A Group Remote Asynchronous/ Synchronous	B Group Face to Face	A Group Face to Face	B Group Remote Asynchronous/ Synchronous	A Group Remote Asynchronous/ Synchronous	B Group Face to Face	A Group Face to Face	B Group Remote Asynchronous/ Synchronous

11:40 to 12:35 8th										
12:10 to 12:45 6th lunch 11:53 to 12:50 7th 12:40 to 1:35 8th	A Group Face to Face	B Group Remote Asynchronous/ Synchronous	A Group Remote Asynchronous/ Synchronous	B Group Face to Face	A Group Face to Face	B Group Remote Asynchronous/ Synchronous	A Group Remote Asynchronous/ Synchronous	B Group Face to Face	A Group Face to Face	B Group Remote Asynchronous/ Synchronous
12:50 to 1:35 6th 12:55 to 1:42 7th 1:40 to 2:15 8th lunch	A Group Face to Face	B Group Remote Asynchronous/ Synchronous	A Group Remote Asynchronous/ Synchronous	B Group Face to Face	A Group Face to Face	B Group Remote Asynchronous/ Synchronous	A Group Remote Asynchronous/ Synchronous	B Group Face to Face	A Group Face to Face	B Group Remote Asynchronous/ Synchronous
1:42 to 2:29 6th 1:47 to 2:34 7th 2:20 to 3:15 8th	A Group Face to Face	B Group Remote Asynchronous/ Synchronous	A Group Remote Asynchronous/ Synchronous	B Group Face to Face	A Group Face to Face	B Group Remote Asynchronous/ Synchronous	A Group Remote Asynchronous/ Synchronous	B Group Face to Face	A Group Face to Face	B Group Remote Asynchronous/ Synchronous

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2:34 to 3:25 6th 2:39 to 3:20 7th 3:20 to 4:15 8th (last period for 8th their sections are 55 minutes each)	A Group Face to Face	B Group Remote Asynchronous/ Synchronous	A Group Remote Asynchronous/ Synchronous	B Group Face to Face	A Group Face to Face	B Group Remote Asynchronous/ Synchronous	A Group Remote Asynchronous/ Synchronous	B Group Face to Face	A Group Face to Face	B Group Remote Asynchronous/ Synchronous
3:30 to 4:15 6th 3:25 to 4:15 7th Total instructional minutes: 6th = 378 7th = 380 8th = 385	A Group Face to Face	B Group Remote Asynchronous/ Synchronous	A Group Remote Asynchronous/ Synchronous	B Group Face to Face	A Group Face to Face	B Group Remote Asynchronous/ Synchronous	A Group Remote Asynchronous/ Synchronous	B Group Face to Face	A Group Face to Face	B Group Remote Asynchronous/ Synchronous

This is one example of our middle school schedule. Staggered schedules are in place to reduce the number of students in halls for transitions. 8th Grade has extended class times of 55 minutes per section. 6th and 7th grade class times vary from 41 minutes to 57 minutes. 6th through 8th grade students are assigned as an "A" or "B" student. They attend school for face-to-face instruction, if enrolled in the hybrid model on their designated day and attend via remote learning on

the other day. If the student's last name begins with the letter A-L, then that child is an "A" student and will attend face-to-face on the designated "A" days and will attend remotely on the district "B" days. "B" students have the last name that begins with M-Z.

Instructional Minutes High School	**Monday (A Group at School)**		**Tuesday (B Group at School)**		**Wednesday (A Group at School)**		**Thursday (B Group at School)**		**Friday (A Group at School)**	
0 period 8:20 to 9:20 Optional 60 minutes	A Group Face to Face	B Group Remote Asynchronous /Synchronous	A Group Remote Asynchronous/ Synchronous	B Group Face to Face	A Group Face to Face	B Group Remote Asynchronous /Synchronous	A Group Remote Asynchronous /Synchronous	B Group Face to Face	A Group Face to Face	B Group Remote Asynchronous /Synchronous
1st period 9:25 to 10:15 50 minutes	A Group Face to Face	B Group Remote Asynchronous /Synchronous	A Group Remote Asynchronous/ Synchronous	B Group Face to Face	A Group Face to Face	B Group Remote Asynchronous /Synchronous	A Group Remote Asynchronous /Synchronous	B Group Face to Face	A Group Face to Face	B Group Remote Asynchronous /Synchronous
2nd period (ADA) 10:20 to 11:10 50 minutes	A Group Face to Face	B Group Remote Asynchronous /Synchronous	A Group Remote Asynchronous/ Synchronous	B Group Face to Face	A Group Face to Face	B Group Remote Asynchronous /Synchronous	A Group Remote Asynchronous /Synchronous	B Group Face to Face	A Group Face to Face	B Group Remote Asynchronous /Synchronous

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3rd period 11:15 to 12:05 50 minutes	A Group Face to Face	B Group Remote Asynchronous /Synchronous	A Group Remote Asynchronous/ Synchronous	B Group Face to Face	A Group Face to Face	B Group Remote Asynchronous /Synchronous	A Group Remote Asynchronous /Synchronous	B Group Face to Face	A Group Face to Face	B Group Remote Asynchronous /Synchronous
4th period (Lunch) 12:05 to 1:05	A Group Face to Face	B Group Remote Asynchronous /Synchronous	A Group Remote Asynchronous/ Synchronous	B Group Face to Face	A Group Face to Face	B Group Remote Asynchronous /Synchronous	A Group Remote Asynchronous /Synchronous	B Group Face to Face	A Group Face to Face	B Group Remote Asynchronous /Synchronous
5th period 1:10 to 2:00 50 minutes	A Group Face to Face	B Group Remote Asynchronous /Synchronous	A Group Remote Asynchronous/ Synchronous	B Group Face to Face	A Group Face to Face	B Group Remote Asynchronous /Synchronous	A Group Remote Asynchronous /Synchronous	B Group Face to Face	A Group Face to Face	B Group Remote Asynchronous /Synchronous
6th period 2:05 to 2:55 50 minutes	A Group Face to Face	B Group Remote Asynchronous /Synchronous	A Group Remote Asynchronous/ Synchronous	B Group Face to Face	A Group Face to Face	B Group Remote Asynchronous /Synchronous	A Group Remote Asynchronous /Synchronous	B Group Face to Face	A Group Face to Face	B Group Remote Asynchronous /Synchronous
7th period 3:00 to 3:50 50 minutes	A Group Face to Face	B Group Remote Asynchronous /Synchronous	A Group Remote Asynchronous/ Synchronous	B Group Face to Face	A Group Face to Face	B Group Remote Asynchronous /Synchronous	A Group Remote Asynchronous /Synchronous	B Group Face to Face	A Group Face to Face	B Group Remote Asynchronous /Synchronous

8th period 3:55 to 4:45 50 minutes TOTAL MINUTES: 350 (not counting lunch)	A Group Face to Face	B Group Remote Asynchronous /Synchronous	A Group Remote Asynchronous/ Synchronous	B Group Face to Face	A Group Face to Face	B Group Remote Asynchronous /Synchronous	A Group Remote Asynchronous /Synchronous	B Group Face to Face	A Group Face to Face	B Group Remote Asynchronous /Synchronous
Zero period and 8th periods accommodate transportation guidelines and provide flexibility for teachers and students for course schedules and RtI. The transportation guidelines recommend small numbers of students on a bus at one time; therefore, we provide these periods to accommodate staggered arrival and dismissal. Teachers engaged in remote learning for the day will teach from the campus classrooms to support campus duties and social distancing for students who do not have internet access and need to attend school every day.										

Summarize how your instructional schedules meet the criteria:

Component	Explanation
What are the expectations for daily student interaction with academic content?	https://drive.google.com/file/d/1I8buuc6VMhb4GW-_N5QooF6UiLGvcS7p/view?usp=sharing The above link includes the Remote Learning Framework for Asynchronous/Synchronous Learning. The top of the document includes daily targets for digital learning, which includes teachers providing the opportunity to interact with each student once a day through Google Meets, or other digital tools (listed on the right side of the document). Teachers will be available to connect through synchronous meetings or through office hours.

How will you ensure all student groups and grade levels will have the opportunity to engage in approx. a full day of academic content every day?	Remote learning follows the daily "in school synchronous" schedule because: • Following the daily schedule will allow remote teachers to schedule synchronous learning meetings for students and teachers will not schedule multiple meetings with the same students at the same time • Special services teachers, such as special education inclusion, dyslexia or gifted and talented teachers can schedule their services into the Google Classroom times as called for in the master schedule The above schedules provide a range of instructional minutes from 280 minutes of asynchronous/synchronous learning for elementary to 350 minutes of instructional asynchronous/synchronous learning for secondary students ELEMENTARY SCHOOLS: ELAR at elementary is 100 minutes • Small group instruction is included Math at elementary is 90 minutes • Small group instruction is included Social Studies and Science combine for 60 minutes daily MIDDLE SCHOOLS: ELAR is on a block schedule of 90-minutes of instruction for 6th and 7th grades. 8th Grade has the traditional schedule time of 45-minutes. Math is double blocked for 90-minutes of instruction for 6th and 7th Grade at three of the middle schools. At the other two middle school campuses, it is a 45-minute bell schedule. 8th Grade at all five middle schools is on a 45-minute daily schedule (average based on-campus leadership). Classes will have a combination of synchronous and asynchronous learning and remote learners will follow the campus' bell schedule for their assigned campus to connect to the teacher. Remote only teachers will have an office hour students can call in if they are learning asynchronously. HIGH SCHOOLS: High school students will follow the campus' bell schedule for their assigned campus while participating in remote learning. Classes will have a combination of synchronous and asynchronous learning. The high school schedule allows for 50 minutes daily for each period, which includes all four core content areas
What are the expectations for teacher/student interactions?	**Daily Targets for Digital Learning Experiences:** • Teachers will provide the opportunity to interact with each student once a day through Google Meets virtual platform • Teachers will design learning that is equitable for students engaged in online learning and offline learning using district adopted and TEKS aligned curriculum • Teachers will use a variety of instructional digital tools & experiences to keep students engaged in learning • Teachers will support both the academic learning of students and the social-emotional needs of students by leveraging technology tools available • Teachers will provide a scheduled time for students and parents to contact through office hours, email, phone calls • RtI will be offered via live synchronous small group instruction based on proficiency and progress to support student needs. Students will be served in groups of 5-7 students at a time.

How will teacher/student interactions be differentiated for students with additional learning needs?	All special services teachers will have access to each teachers' schedules and access to the students they have on their case management roster. Special services teachers will be required to support their students during the scheduled class time in the area each IEP or content time is scheduled. They will be expected to: • Schedule synchronous sessions with students on their case management roster as called for on each IEP • Schedule synchronous sessions if they receive dyslexia services • Schedule asynchronous/synchronous sessions if they are gifted and talented Imagine Learning and Brainchild platforms will also provide differentiated instruction and skills practice based on the level each student is working on Special services teachers are also required to schedule "office hours" to personalize support for students in need

Key Requirement Material Design: Describe how your instructional materials support your asynchronous environment, including how all students can access instructional materials.

All 2020-2021 Instructional Resources used by ECISD are within this link. ECISD will transition to use the LMS, Schoology during the fall.
https://docs.google.com/spreadsheets/d/1DipukYd4ht_Z7pdqbdaHiZCaEY8iwlvxe2SUlZ5keto/edit?usp=sharing

Subject/ Course	Grade Level(s)	Instructional Materials	Progress Monitoring and Assessment	Is it TEKS aligned?	What resources are included to support students with disabilities?	What resources are included to support ELs?
Math Instructional Materials	PreK Elementary MS HS PreK-12	District Supported Resources include: Frog Street Pearson envision (K-5) HMH Go Math (6-8) HMH Algebra I, II	Assignments will be loaded into Seesaw (PreK-2) or Google Classroom for submission Imagine Learning tracks the	Yes All lessons will follow the ECISD Instructional Framework which requires the TEKS objectives to be	Differentiation and scaffolding will occur daily through modified assignments and synchronous meetings. Curriculum used for special services include core content as appropriate and/or the following: Brainchild (Special Education) Pre-Take Flight (Dyslexia under seven years old) Take Flight (Dyslexia) *Esperanza* (Spanish Dyslexia)	All core PreK-5 grade materials are available in English and Spanish In addition to *Esperanza* for our students in Dyslexia program, all core content comes in Spanish for PreK-5 Imagine Learning Platform is in Spanish through 2nd Grade

		Geometry Springboard OdessyWare (9-12) Imagine Learning Discovery Education TEKS Resources System Texas Home Learning 3.0 may be used for remote learners without internet access K-5	progress made for all students District Short Cycle Assessments MAP Growth (BOY,MOY,EOY) Circle PreK assessment	identified for the core of lesson and spiral/skill development The TEKS Resources System YAG document is followed to ensure TEKS are taught	Words of Our World (Dyslexia vocabulary) Unique Learning (Specialized Units) Accommodations and modifications are provided as required based on each individual education plan to include all services, speech, homebound, inclusion, resource, and children served in specialized units	MAP Growth assessment in ELAR and Math are in Spanish through 2nd Grade The LPAC committee determines linguistic accommodations and instructional support Dual Language teachers follow the Gomez instructional model and district linguistic sequence
ELA Instructional Materials	PreK Elementary MS HS	District Supported Resources include: Frog Street and Handwriting Without Tears (PreK) HMH Into Reading (K-5) Pearson Realize (6-8) McGraw Hill (9-12) Perfection	Assignments will be loaded into Seesaw (PreK-2) or Google Classroom for submission Imagine Learning tracks the progress made for all students	Yes All lessons will follow the ECISD Instructional Framework which requires the TEKS objectives to be identified for the core of	Differentiation and scaffolding will occur daily through modified assignments and synchronous meetings. Curriculum used for special services include core content as appropriate and/or the following: Brainchild (Special Education) Pre-Take Flight (Dyslexia under seven years old) Take Flight (Dyslexia) *Esperanza* (Spanish Dyslexia) Words of Our World (Dyslexia vocabulary) Unique Learning (Specialized Units)	In addition to *Esperanza* for our students in Dyslexia program, all core content comes in Spanish for PreK-5 All core content comes in Spanish for PreK-5 Pearson iLit is a newly adopted program for ELs and New Comers at the secondary level Rosetta Stone PreK-12 Summit K-12 (TELPAS support) Achieve 3000

	PreK-12	Learning (9-12 Honors and AP) OdessyWare (9-12) Imagine Learning (PreK-HS) Discovery Education (K-12) TEKS Resource System Texas Home Learning 3.0 may be used for remote learners without internet access K-5	District Short Cycle Assessments MAP Growth (BOY,MOY,EOY) Circle PreK Assessment	lesson and spiral/skill development The TEKS Resources System YAG document is followed to ensure TEKS are taught	Leveled Literacy Intervention Kits are also used to support all students needing RtI Speech services will be provided virtually through our platform google meets or through our paid contracted virtual service, Eluma. Speech therapists will be serving students virtually or Face to Face depending on the individual student. Accommodations and modifications are provided as required based on each individual education plan to include all services, speech, homebound, inclusion, resource, and children served in specialized units	*Estrellita* (Spanish Phonics) *Soluciones* Intervention Reading (K-1) Imagine Learning Platform is in Spanish through 2nd Grade MAP Growth assessment in ELAR and Math are in Spanish through 2nd Grade The LPAC committee determines linguistic accommodations and instructional support Dual Language teachers follow the Gomez instructional model and district linguistic sequence
Science Instructional Materials	PreK Elementary MS HS PreK-12	Frog Street Pearson Science (K-5) STEMscopes (K-8, Biology) Labster and Mystery Science Virtual Labs will be used for all grade levels McGraw Hill (6-8, IPC, A&P)	Assignments will be loaded into Seesaw (PreK-2) or Google Classroom for submission District Short Cycle Assessments	Yes All lessons will follow the ECISD Instructional Framework which requires the TEKS objectives to be identified for	Differentiation and scaffolding will occur daily through modified assignments and synchronous meetings. Curriculum used for special services include core content as appropriate and/or the following:: Brainchild (Special Education) Unique Learning (Specialized Units)	All core content comes in Spanish for PreK-5 The LPAC committee determines linguistic accommodations and instructional support Dual Language teachers follow the Gomez instructional model and district linguistic sequence

		HMH (Biology, Chemistry, Environmental Science) Foundations of Astronomy (13th Edition) Perfection Learning (Physics AP) Cengage (Forensics) OdessyWare (9-12) Discovery Education (K-12) TEKS Resource System Texas Home Learning 3.0 may be used for remote learners without internet access K-5	MAP Growth (BOY,MOY, EOY)	the core of lesson and spiral/skill development The TEKS Resources System YAG document is followed to ensure TEKS are taught	Accommodations and modifications are provided as required based on each individual education plan to include all services, speech, homebound, inclusion, resource, and children served in specialized units	

Social Studies Instructional Materials	PreK Elementary MS HS PreK-12	Frog Street Pearson (K-5) Cengage National Geographic (6th) McGraw Hill (7-12) Jarret Mastering the TEKS (8th and 11th) OdessyWare (9-12) Discovery Education (K-12) TEKS Resource System Texas Home Learning 3.0 may be used for remote learners without internet access K-5	Assignments will be loaded into Seesaw (PreK-2) or Google Classroom for submission District Short Cycle Assessments	Yes All lessons will follow the ECISD Instructional Framework which requires the TEKS objectives to be identified for the core of lesson and spiral/skill development	Differentiation and scaffolding will occur daily through modified assignments and synchronous meetings. Curriculum used for special services include: Brainchild (Special Education) Unique Learning (Specialized Units) Accommodations and modifications are provided as required based on each individual education plan	All core content comes in Spanish for PreK-5 The LPAC committee determines linguistic accommodations and instructional support Dual Language teachers follow the Gomez instructional model and district linguistic sequence

Provide additional explanations of how your instructional materials meet the criteria if needed:

ECISD teachers will use the ECISD Instructional Framework for lesson planning. The link below is one week of lessons for 6th-grade ELAR

https://drive.google.com/file/d/1OWJ9C-y6jmlerXI7_RCP6yiQJTKDPfKU/view?usp=sharing

Component	Explanation
How will materials be designed or will be adapted for asynchronous instruction, ensuring coherence and retention on knowledge	Teachers will utilize the digital platforms for all core content areas and the supplemental resources available. Currently, the teachers will upload assignments, videos, synchronous links, and other digital tools for students to engage with via Seesaw for PreK-2 and Google Classroom for 3-12. Students will login through Classlinks, which allows ECISD to monitor time on tasks within each digital platform. ECISD will work to load the content cartridges for all our core content during the fall semester and will provide continuous training for teachers to learn the new LMS, Schoology. This allows asynchronous and synchronous learning. In addition to the core digital platforms, students will have access to the Imagine Learning platform, which is an adaptive platform that supports students in language, literacy, reading, and math in grades PreK-HS. Imagine Learning is an asynchronous learning platform. PreK students will engage in asynchronous, blending with some synchronous online learning for 280 minutes per day. The predictable time for teacher check-in or office hours will be the 20 minutes for Opening Circle time or the 20-minute Closing Circle time. K-2 students will engage 300+ minutes in asynchronous, blended with some synchronous online learning. Synchronous learning will occur during ELAR/Math and RtI following the master schedule for remote learning teachers. Synchronous learning minutes will range from 30 to 60 minutes for ELAR/Math and 30 minutes for RtI. Students will be required to submit assignments via Seesaw K-2 or Google Classroom 3-5. Secondary students will engage in asynchronous remote learning for 350 minutes daily. Remote learning will follow the master schedule for 6-12 grade students. Teachers may schedule synchronous learning daily for each period as called for in the master schedule. They will upload a recorded mini-lesson or virtual instructions for all sections into Google Classroom. Students will be able to retrieve the recorded mini-lesson and/or virtual instructions daily and will have access to daily assignments via Google Classroom. All PreK-HS students will have access to Imagine Learning and/or OdessyWare as assigned for asynchronous learning. All students that do not have access to broadband internet are encouraged to attend school in person five days a week. However, if we have students that do not have internet request remote learning, all print materials available from our core content or Texas Home Learning 3.0 will be provided.
What additional supports (in addition to resources listed above) will be provided for students with disabilities and ELs? **Betsabe Salcido**	District instructional plans and program guidelines will be implemented for all students needing special services, to include special education, dyslexia, Gifted and Talented, Bilingual/ESL. Special education staff includes: • Specialized program teachers • Inclusion teachers • Resource teachers • Speech-Language Pathologist

- Special Education Campus Lead Teachers/Case Managers
- Paraprofessional
- Assessment Team (LSSP/Diagnostician/SLP)

All special education staff will ensure IEP services, including accommodations/modifications, are followed for all students.

- ECISD uses multiple modes for ARD committee meetings to include: Zoom, Teams, Google Meets, Face-to-Face, and phone calls.
- Teachers will document services using logs for each student.
- ARD meetings will be held within the timeline, provided face to face (following safety guidelines), or through virtual meetings (parent choice).
- Inclusion/Co-teach teachers will meet virtually with all students and work collaboratively with general ed. teachers.
- Teachers will engage in virtual PLC with general education instructional staff, and all special education inclusion teachers will have access to the Google Classrooms where their students are enrolled.
- Inclusion/Co-teach teachers will meet virtually with all students and will work collaboratively with general ed. teachers.
- Resource teachers will meet virtually with all students in a synchronous meeting as per their schedule of services.
- Specialized teachers will provide lessons designed for students to meet their IEP.
- Related services and speech-language services will be provided virtually through pre-scheduled Google Meets synchronous learning.
- Unique Learning is the specialized curriculum, and teachers will schedule virtual meetings with students daily in whole group, small through, and individual meetings.
- Special education students will take the NWEA MAP Growth assessment (if appropriate based on IEP) to determine the level of academic achievement and will engage in the middle of the year and end of year assessments to measure growth in reading and math between testing events.
- Special education teachers maintain a “communication log” throughout the school year, whether for virtual or face-to-face learning.
- Inclusion logs are kept to document the specific accommodations given.
- Emails to parents also serve as documentation.
- ECISD parents of students who receive special education services have the choice of remote learning only, face-to-face learning, or the hybrid model.
- If parents choose remote learning as their option but do not have access to broadband internet, the campus will provide paper packets as options to online assignments.
- Parents that have students that are homebound can choose virtual or face to face. The homebound teacher holds virtual instruction by using google classroom/google meets. The teacher will zoom with parents that will be working in collaboration with the teacher and student. Face to Face with the Homebound Teacher provides opportunities to join classes with assistance from the homebound teacher. The same applies to 504 Homebound students.

English Learners (ELs) will be provided equitable instruction as their monolingual English peers via remote learning.

- ECISD implements a dual language 50/50 model in grades PreK-3rd grade.

	• In math, students are taught one day in English and one day in Spanish to attain full proficiency in their primary language as well as in English. • The upper elementary Grade receives 45 minutes of ESL and implements the late-exit model until we phase it out with dual language 50/50. • In literacy, students in PreK-1st receive literacy in their first or native language. • All other content areas are taught dual language 50/50, one day English and one day Spanish to attain full proficiency in their primary language and in English in PreK-2. Science and Social Studies are taught in English in 3rd Grade on up. • All grade levels use sheltered instruction strategies designed to build students' language proficiency skills • LPAC meetings will be held virtually or face to face (following CDC guidelines for safety). • Students will be assessed for language proficiency as required. Remote learners will be assessed virtually, and all others will be assessed face to face. • Students will have access to SummitK-12 that supports TELPAS activities in all language acquisition domains. • Bilingual/ESL students will take the NWEA MAP Growth assessment in English/Spanish for Math and ELAR through 8th Grade to determine the academic level of achievement. They will engage in the middle of the year and end of year assessments to measure growth in reading and math throughout the year and between testing events. All teachers that provide special services will engage in professional learning that will teach them to use all digital tools for remote learning. Gifted and Talented Students will be engaged in the services provided for our advanced learnings through the K-5 G/T program, Honors, and AP at the secondary level. • G/T teachers will participate in weekly PLCs at the elementary level and monthly PLCs at the secondary level with Honors and AP teachers • Secondary (GT) honors and AP teachers will participate in PLCs weekly with their core area peers • G/T professional development will be required (30 hours) • G/T professional development will be required annually (6 hours) • G/T, honors and AP teachers will participate in Laying the Foundation training, provided by the National Math and Science Institute • The Director of Advanced Academics will audit lesson plans to assure Laying the Foundation strategies are included in Math, Science, and new content for Honors English I & II, and AP English III & IV is implemented.

Key Requirement Student Progress: Describe (or attach a description of) how you're tracking student engagement and progress in your asynchronous environment.

Component	Explanation
What is the expectation for daily student engagement?	For students engaged in remote learning • Teachers provide asynchronous virtual learning daily. Students login to Imagine Learning and complete an assignment or turn in assignments daily are verified as being "present"

	○ Full Day PK-5th Grade – 180 minutes minimum ○ 6th – 12th Grade – 240 minutes minimum • Students submit an assignment daily via Seesaw (K-2)/Google Classroom (3-12), email, or complete a lesson on district approved online platforms • Teachers check in with students each day through synchronous scheduled meetings, emails, phone calls to students. Teachers may communicate with parents or guardians for PreK-2 grades • Teachers will have to verify attendance daily through one of the options listed above • 90% attendance is required for all students
What is the system for tracking daily student engagement?	In iTCCS, a field called Location Code will be used to distinguish between A-Day / B-Day / Remote Only students for grades 3-12. These codes are necessary for determining the correct section for secondary and the correct attendance course for elementary. The code description is listed below: 1 = A-Day 2 = B-Day 3 = Remote Only Below are the steps to get the Location Code added to student's record: 1. On August 3rd, Information Systems loaded the following into all current active student records with a blank location code. a. Last Name beginning A-L = Location Code 1 A-Day b. Last Name beginning M-Z = Location Code 2 B-Day 2. The campus registrar will maintain these codes throughout the year
How are the expectations for daily student engagement consistent with progress that would occur in an on-campus environment?	Teachers and students will be required to engage in one of the following activities to verify student engagement on a daily basis. • Login during a synchronous session • Submit assignments daily via Seesaw (PreK-2) or Google Classroom. We will transition to our LMS, Schoology throughout the fall semester • Login and complete a lesson on Imagine Learning (for ELAR/Math) which measures progress • Students are encouraged to participate in teacher office hours for any additional support and answers to questions they may have if students do not engaged in synchronous learning.
What is the system for tracking student academic progress? **Heather Potts**	ECISD will follow the guidance provided by TEA for ADA funding: 1. Daily progress via student-teacher interaction 2. Completion and submission of daily assignments 3. Completion of language, reading and math assignments on Imagine Learning 4. Daily progress in the Learning Management System, Schoology, when phase-in is complete 5. Grading guidelines, as written in board policy, pre-COVID will be implemented PreK-5 will be marked as present during their remote learning day (asynchronous) • Students will be marked as a 1 – A-Day Remote in iTCCS

- Students will be marked as a 2 – B-Day Remote in iTCCS
- Students will be marked as a 3 – Remote Only in iTCCS
- A predetermined time will be used for daily attendance (synchronous meeting)
- Students have late night engagement option for submitting assignments each day. Assignments must be submitted by midnight to be considered "engaged."
- A student is present when engaged in all four core areas, ELAR/SLAR; Math; Social Studies; Science

Secondary students will be tracked via one of the methods listed below:

- Students will be marked as a 1 – A-Day Remote in iTCCS
- Students will be marked as a 2 – B-Day Remote in iTCCS
- Students will be marked as a 3 – Remote Only in iTCCS
- Teacher interactions through daily synchronous learning following the master schedule
- Students will submit assignments for each period in the student's master schedule. These may include formative assessments, independent work, or practice or assessments.

Student progress will be tracked daily in the LMS (Seesaw PK-2/Google Classroom 3-12) through daily assignments, activities, and interaction with a teacher. The district is planning on implementing a standardized structure in tracking instructional minutes and engagement to assist with this task. ECISD will also utilize the District Grading Guidelines to remain consistent with regards to both In-School and At-Home learning. We will use the district short-cycle summative assessments to import grades and build support for students through data desegregation of assessments given throughout the grading period.

Parents have access to student progress through Parent Portal, the district designated LMS (Seesaw/Google Classroom/Schoology/email), and interactions with teachers regarding assignment submissions, attendance, and engagement. Parents can communicate via the designated method of the campus/classroom to discuss learning that is occurring in the At-Home environment. Via the Parent Portal, parents are able to designate daily, weekly, or monthly notifications of progress in terms of a student's grades. The expectations for student engagement will be shared with parents at the start of the school year.

Additionally, students will be assessed to track academic progress throughout the year, utilizing the following assessments:

- Circle PreK Assessment (Beginning, Middle, and End of Year)
- NWEA MAP Assessment (Kinder-12th at Beginning, Middle, and End of Year)
- Imagine Math (PK-Algebra I at the Beginning and End of Year)

These expectations for student engagement and progress monitoring will be shared with parents at the start of the school year via the Student Code of Conduct. Currently, the district is planning for a 1:1 device roll-out and for hot spots to be issued to all students who need Wi-Fi access.

Students in either face-to-face or remote learning are accountable to the same grading guidelines regardless of how the instruction is delivered. Policy EIA (Local) will be implemented during 2020-2021, as written and implemented pre-COVID-19.

What is the system for providing regular (at least weekly) feedback to all students on progress?	Teachers are expected to provide feedback in at least one capacity within the school day • Synchronous meetings • Small group synchronous meetings • Scheduled "office hours." • Phone calls or email • Grade reporting as per the district policy • Conversations with parents via phone or remote virtual sessions after the NWEA MAP Growth assessment events • As needed when Short Cycle Assessments are administered in core areas at the end of each TRS Unit of Instruction • Report cards will be provided to communicate student's level of mastery of the TEKS-based instructional objectives taught during the grading period • Progress reports will be issued for all students after the third week of the six week grading period for secondary students and after the fourth week of the nine week grading period for elementary students

Key Requirement Implementation: Describe specific supports for educators and families to implement effective remote asynchronous instruction.

Include a sample educator professional development schedule.

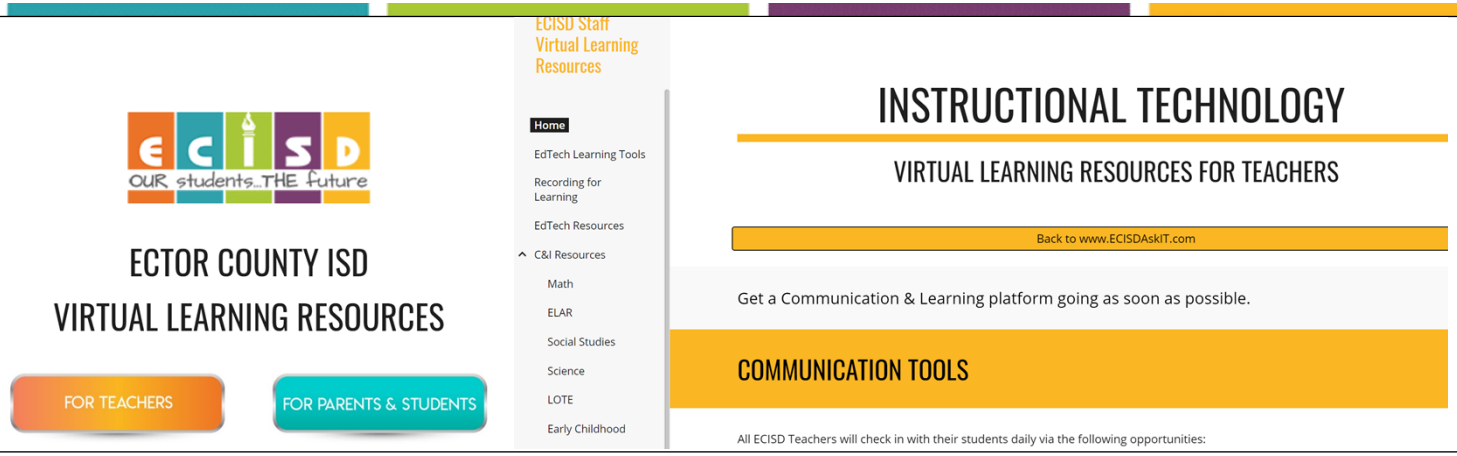
The link below is the schedule of professional learning opportunities ECISD has provided teachers through the summer and into the fall semester. As we add sessions, the link will automatically update all-new training sessions.

https://docs.google.com/document/d/1-WCC1r0sM3aed4OsFz7b1oAzV-Z3PBrd26nupVOBolo/edit?usp=sharing

Summarize how your professional development for educators will support asynchronous instruction:

Component	Explanation

How will both initial and ongoing, job-embedded educator development opportunities occur?	ECISD is committed to Professional Learning Communities. Elementary teachers take part in weekly PLCs with teachers in the same content or grade level. Middle school 6th and 7th-grade ELAR and Math teachers are provided a daily PLC period. All other middle school contents and 8th Grade take part in weekly PLCs. High school teachers are required to take part in weekly PLCs with teachers in their content. ECISD is also engaged in Relay Graduate School of Education training. Real-time feedback will be provided to teachers and leaders by coaches that have been trained in the Relay Observation/Feedback protocol. ECISD has included the professional learning calendar in the link above. Continuous job-embedded learning will occur to support teachers in utilizing digital tools for implementing effective remote learning. Starting in June, ECISD provided the following differentiated learning opportunities for teachers and administrators to include: • Imagine Learning 101 • Imagine Math – Going Farther • Tech Tools, Tips & Tricks (Loom video training) • Pear Deck for Remote Learning • Virtual Book Studies • Google Classroom 101 • Advanced Google Classroom • Digital training for all our core content resources (HMH, Pearson, McGraw, Discovery Education) • About Teaching Mathematics (content and using virtual manipulatives) • July 14-16 VIRTUAL EDTECH SUMMIT • And so much more. The link includes all the professional learning opportunities and will continue to grow. **https://docs.google.com/document/d/1-WCC1r0sM3aed4OsFz7b1oAzV-Z3PBrd26nupVOBolo/edit?usp=sharing** ECISD has 34 days contracted with Discovery Education for job-embedded coaching utilizing their streaming videos for all content areas to support remote learning and will add those days throughout the academic year. Virtual professional development is included in the ecisdaskit.com website for teachers to return to virtual sessions they participated in for review or view the recorded sessions if they were unable to participate during the scheduled time. Below are screenshots of the ecisdaskit.com pages.

	
How will professional development experiences develop educator content knowledge to support internalizing the asynchronous curriculum and analyzing and responding to data?	C&I and Instructional Technology will continue to assess the quality of our professional learning opportunities. All participants complete session evaluations after each session, and the presenters review and follow up as needed. As an example of our follow up to lesson-planning framework training provided on August 6th, the C&I team scheduled follow up sessions for all teachers that responded to their survey that they wanted or needed more training. District Lesson Plan "Walk Through" Monday, August 10th @ 4:00pm: https://ector.schoolobjects.com//wshop/default.aspx?cid=2386 Monday, August 17th @ 4:00pm: https://ector.schoolobjects.com//wshop/default.aspx?cid=23863 Student data on short cycle assessments will also drive the PLC data-driven instructional process.

Describe your communication and support plan for families engaging with asynchronous learning:

Component	Explanation

How will you communicate the expectations for asynchronous instruction to families?	The ECISD website includes all necessary information for parents in English and Spanish. https://www.ectorcountyisd.org/
	
	Within the "Back to School 2020" button, parents will find:
	
	• Academic calendar
	• Information for Parents and Students
	  ○ Teaching and Learning schedules for elementary, middle school and high school
	  ○ Learning Methods (Asynchronous/Synchronous/Face to Face/Hybrid
	• Campuses scheduled virtual "meet the teacher" and "open house" sessions to communicate expectations
	• All announcements and important updates will be posted on the website
	• Calls, included texts via Class Dojo and emails will be sent to parents

What are the expectations for family engagement/support of students?	Families are expected to support their children by assisting and expecting students to attend and engage each day. Parents will: • Provide support for their children daily • Check on student progress regularly • Support the use of technology tools to help students access their instruction • Support and encourage their children to complete their work during regular school hours
What additional supports, training, and/or resources will be provided for families who may need additional support?	Videos will be available for parents on the ecisdaskit.com website ECTOR COUNTY ISD VIRTUAL LEARNING RESOURCES FOR TEACHERS FOR PARENTS & STUDENTS We also will provide a technology help desk for families needing tech support.

BOARD OF TRUSTEES

SUBJECT: Consent Agenda **PRESENTED BY:** Dr. Scott R. Muri

BACKGROUND INFORMATION:

Ector County ISD adopted the use of the consent agenda as a means of expediting regular meetings. Consent agenda items consist of typical or routine matters in nature and typically have been discussed in a prior Board Work Study session. As such, the Board can consider all items included in the Consent Agenda with one motion. Should the Board choose to consider any item on the Consent Agenda separately, that item can be removed from the Consent Agenda, discussed, and voted on separately.

ADMINISTRATIVE RECOMMENDATION:

Approval of the Consent Agenda.

REQUEST FOR APPROVAL OF MINUTES OF MEETINGS

Attached you will find minutes of meetings of the Board of Trustees for:

August 11, 2020 – Board Workshop Meeting
August 18, 2020 – Regular Board Meeting

AT A BOARD WORKSHOP MEETING OF THE BOARD OF TRUSTEES OF THE ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT HELD AT THE ADMINISTRATION BOARD ROOM, 802 NORTH SAM HOUSTON, ODESSA, ECTOR COUNTY, TEXAS, AT 6:00 P.M., AUGUST 11, 2020, WITH THE FOLLOWING MEMBERS:

Present:	**Absent:**
Delma Abalos	
Dr. Steve Brown	
Carol Gregg	
Tammy Hawkins	
Nelson Minyard	
Dr. Donna Smith	

School Officials: Dr. Scott Muri, Mike Adkins, Staci Ashley, Dr. Stephanie Howard, Dr. Lilia Náñez, Jason Osborne, Deborah Ottmers

Others: Mike Atkins, Cortney Smith, Ray Dominguez, Robert Cedillo, Dr. Stacy Johnson, Andrea Martin, Dr. Corey Seymour, Ruth Campbell, Jesse Christesson, Barbara Hirst, Kristina Carrasco, Albert Anchondo, Mary Franco

25183 **Meeting Called to Order**: Delma Abalos, Board President, called the Board of Trustees Meeting to order at 6:00 p.m.

25184 **Verification of Compliance with Open Meeting Law – this is to certify that the provisions of Section 551.001 of the Texas Government Code have been met in connection with the public notice of this meeting**: Board President Delma Abalos, verified that the provisions of Section 551.001 of the Texas Government Code have been met in connection with public notice of this meeting.

25185 **Opening Remarks by Superintendent**: In Dr. Muri's opening remarks he reminded the board that tomorrow August 12 is the first day of school and that he would be talking more about the plans later in this evenings meeting.

Public Comment: There was no public comment.

Action Items

25186 **Discussion of and Request for Approval of Plans for Early Childhood and College, Career and Military Readiness**: Moved by Minyard, seconded by Brown to approve the Plans for Early Childhood and College, Career and Military Readiness as presented.

Motion unanimously approved.

25187 **Discussion of and Request for Approval of 40% Campus Hybrid Instruction for 9th – 12th Grade Students Waiver**: Moved by Smith, seconded by Brown to approve the 40% Campus Hybrid Instruction for 9th – 12th Grade Students Waiver as presented.

Motion unanimously approved.

25188 **Discussion of and Request for Approval to Submit a Waiver to Texas Education Agency to Extend the Start of the 2020-2021 School Year Beyond the Four-Week Limit**: Moved by Brown, seconded by Minyard to approve to submit a Waiver to Texas Education Agency to Extend the Start of the 2020-2021 School Year Beyond the Four-Week Limit as presented.

Motion unanimously approved.

25189 **Discussion of and Request for Approval of Resolution to Delegate to the Superintendent the Authority to Submit Waiver Requests on Behalf of the District**: Moved by Minyard, seconded by Brown to approve the Resolution to Delegate to the Superintendent the Authority to Submit Waiver Requests on Behalf of the District as presented.

Motion unanimously approved.

25190 **Discussion of and Request for Approval of the Revised 2020-2021 Student Code of Conduct**: Moved by Brown, seconded by Minyard to approve the Revised 2020-2021 Student Code of Conduct as presented.

Motion unanimously approved.

25191 **Discussion of and Request for Approval to Enter into the Operation Connectivity Interlocal Acquisition Agreement with Region 4 and to Ratify the Superintendent's Signing of the Agreement**: Moved by Minyard, seconded by Hawkins to approve to enter into the Operation Connectivity Interlocal Acquisition Agreement with Region 4 and to Ratify the Superintendent's Signing of the Agreement as presented.

Motion unanimously approved.

Report/Discussion Items

25192 **Presentation of Broadband Update**: Superintendent Dr. Scott Muri and Chief Technology Officer Dr. Kellie Wilks presented an update on the work to expand broadband to all of Ector County. Noting that our school district is working on a plan to help find a long-term solution to provide broadband (high speed) internet access to all students and families throughout the county. A cross section of community leaders were brought into the study and agreed internet access for all should be a priority project for Ector County. ECISD is leading that work. Research shows many gaps in coverage exist locally; the most rural areas typically have the slowest and least reliable internet options; and the District's goal is for all residents to have affordable access to speeds of 100 megabits/second downloads and 10 megabit/second uploads. Trustees saw maps of cell phone towers, data of coverage areas, and learned that 1 in 5 ECISD students rarely or never has reliable internet access at home.

Superintendent Muri told Trustees a panel of national connectivity experts are already working with us to study the situation and help find a long-term solution for Odessa and Ector County.

No action required.

25193 **Discussion of ECISD's Opening of School Plans**: Superintendent Dr. Scott Muri walked the Trustees through a brief recap of the plan for starting school – the next day (August 12). By the numbers: it is about a 50-50 split between parents choosing remote learning or in-person learning for their student; 2,851 students are registered to ride buses, about half of the normal number of riders; and the number of teacher vacancies is down dramatically from one year ago (currently there are 91 vacancies in elementary schools and 31 in secondary schools). A total of 407 teachers have been hired this year. He reminded board members school starts with a limited number of students on campus. Groups of students will be phased-in over a period of weeks.

No action required.

25194 **Possible Request for Approval to Move to Closed Meeting - Personnel Matters - Section 551.074 of the Texas Government Code - [Board will deliberate the appointment, employment, evaluation, reassignment, duties, discipline, or dismissal of a public officer or employee of the District; or hear a complaint or charge against an officer or employee.]**:

There was no closed session.

25195 **Closing Remarks by Superintendent**: No closing remarks by the Superintendent. Trustee Tammy Hawkins thanked all ECISD employees for the incredible amount of work they have done to prepare for this school year and how proud the Trustees are of everyone. The Trustees stood and gave the team a standing ovation.

25196 **Adjournment**: Delma Abalos, Board President, adjourned the Board meeting at 7:41 p.m.

_____ _____

Board President **Board Secretary**
Delma Abalos *Dr. Steve Brown*

AT A REGULAR MEETING OF THE BOARD OF TRUSTEES OF THE ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT HELD AT THE ADMINISTRATION BOARD ROOM, 802 NORTH SAM HOUSTON, ODESSA, ECTOR COUNTY, TEXAS, AT 6:00 P.M., AUGUST 18, 2020, WITH THE FOLLOWING MEMBERS:

Present:	**Absent:**
Delma Abalos	Nelson Minyard
Dr. Steve Brown	
Tammy Hawkins	
Carol Gregg	
Dr. Donna C. Smith	

School Officials: Dr. Scott Muri, Mike Adkins, Dr. Stephanie Howard, Deborah Ottmers, Dr. Lilia Nanez, Dr. Corey Seymour, Dr. Kellie Wilks

Others: Mike Atkins, Jesse Christesson, Chris Stanley, Michaela Johnson, Dr. Stacy Johnson, Robert Cedillo, Jason Osborne, Alicia Press, Alicia Syverson, Ruth Campbell, Albert Anchondo, Mary Franco

25197 **Meeting Called to Order**: Delma Abalos, Board President, called the Board of Trustees Meeting to order at 6:03 p.m.

25198 **Verification of Compliance with Open Meeting Law:** Delma Abalos, Board President, verified that the provisions of Section 551.001 of the Texas Government Code have been met in connection with public notice of this meeting.

25199 **Pledge of Allegiance to United States and Texas Flags**: The United States and Texas flag pledges were led by Tammy Hawkins, ECISD Board Member.

25200 **Invocation**: The Invocation was led by Dr. Steve Brown, ECISD Board Secretary.

25201 **Opening Remarks by Superintendent**: Superintendent Dr. Scott Muri announced that earlier in the day district leaders learned ECISD's application for the Teacher Incentive Allotment has been accepted. The TIA provides additional, potentially significant, compensation to highly effective teachers whose students show measurable improvement in academic growth. Dr. Muri told Trustees this will be a data-gathering year, and in 2021-22 teachers will be eligible for the pay. ECISD is one of 47 school districts in Texas that applied for TIA this spring. He reminded the school board that even in times of crisis, the District must stay focused on innovative efforts like this.

25202 **Public Comment**: There was no public comment.

Action Items

25203 **Discussion of and Request for Approval of Purchases over $50,000**: Moved by Smith, seconded by Brown to approve the Purchases over $50,000 as presented.

Motion unanimously approved.

25204 **Discussion of and Request for Approval of 2020-2021 Budget Amendment #2**: Moved by Brown, seconded by Hawkins to approve the 2020-2021 Budget Amendment #2 as presented. The largest part of the Budget Amendment is for Chromebooks, iPads and MiFi internet hotspots for students and families.

Motion unanimously approved.

25205 **Discussion of and Request for Approval of TEA Waiver from the Annual Financial Report Due Date Requirements for Fiscal Year 2019-2020**: Moved by Smith, seconded by Hawkins to approve the TEA Waiver from the Annual Financial Report Due Date Requirements for the Fiscal Year 2019-2020 as presented.

Motion unanimously approved.

25206 **Discussion of and Request for Approval of Required Waivers to the Texas Education Agency**: Moved by Hawkins, seconded by Brown to approve the Required Waivers to the Texas Education Agency as presented.

Motion unanimously approved.

25207 **Discussion of and Request for Approval of 2020-2021 Gifted and Talented Plan**: Moved by Minyard, seconded by Brown to approve the 2020-2021 Gifted and Talented Plan as presented.

Motion unanimously approved.

25208 **Consent Agenda**: Moved by Smith, seconded by Gregg to approve Consent Agenda as presented.

A. Request for Approval of Minutes
B. Request for Approval of Bills for Payment
C. Request for Approval of Additional 2020-2021 T-TESS Appraisers
D. Request for Approval of UIL Exemption List for the 2020-2021 School Year
E. Request for Approval of Annual Investment Report

Motion unanimously approved.

Report/Discussion Items

25209 **Discussion of ECISD's Opening of Schools**: Superintendent Dr. Scott Muri offered the Board of Trustees an update of the opening of schools. On the first day of school enrollment was 23,067 with 4,200 kids attending in person and 779 calls made to the ECISD Technology Help Desk. After five days, enrollment now stands at 30,465 and more than 4,700 students are attending in person (about 14%), and nearly 3,800 calls to the Technology Help Desk.

He showed pictures from classrooms around the district that highlighted distancing between desks and cleaning being done by our custodial teams. He reminded Trustees that Phase II for students to return to school in person on August 26 and Phase III is on schedule for September 1.

No action required.

25210 **Possible Request for Approval to Move to Closed Meeting - Personnel Matters - Section 551.074 of the Texas Government Code [Board will deliberate the appointment, employment, evaluation, reassignment, duties, discipline, or dismissal of public employees of the District; or hear a complaint or charge against an officer or employee.] (Board will review the Board of Trustees Position 4 applications and conduct interviews.)**:

Board President Delma Abalos convened the Board of Trustees to closed session at 7:07 p.m.

Board President Delma Abalos reconvened the Board of Trustees to open session at 9:15 p.m.

25211 **Possible Action to Appoint a Citizen to fill Board of Trustee Position 4**: Moved by Gregg, seconded by Smith to appoint Christopher John Stanley to fill Board of Trustee Position 4 for the remainder of the current term as presented.

Motion unanimously approved.

25212 **Information Items**: The Board of Trustees were provided with the following information items: Purchasing Report and Routine Personnel Report.

25213 **Closing Remarks by the Superintendent**: There were no closing.

25214 **Adjournment**: Board President Delma Abalos adjourned the Board meeting at 9:18 p.m.

Board President	**Board Secretary**
Delma Abalos	*Dr. Steve Brown*

REQUEST FOR APPROVAL OF BILLS FOR PAYMENT

Attached you will find printouts listing disbursements from August 13, 2020 thru September 9, 2020 for your approval.

TO: BOARD OF TRUSTEES
ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT

FROM: ACCOUNTS PAYABLE

RE: CHECK REGISTER

The following check amounts for the operations, materials and supplies for the maintenance of the School District are presented for your approval.

For the period 08/13/2020 to 09/09/2020

ANALYSIS RECAPITULATION	AMOUNT
Operating Fund:	$ 11,173,762.86

APPROVED:_____ **DATE:**_____

ECTOR COUNTY ISD
CHECK REGISTER
08/13/2020 - 09/09/2020

DATE	PAYEE	AMOUNT
8/19	J W PEPPER & SON INC	$ 3,963.00
8/19	PLANK ROAD PUBLISHING	601.87
8/19	PROJECT LEAD THE WAY INC.	3,197.25
8/19	REALLY GOOD STUFF	17,640.00
8/19	TEXAS COMPUTER EDUCATION ASSOCIATION	478.00
8/19	SCARBOROUGH SPECIALTIES, INC	1,126.00
8/19	AMERIPRIDE SERVICES INC.	357.97
8/19	AT&T	81,558.92
8/19	BASIN BLOCK & SUPPLY	483.00
8/19	B-LINE FILTER & SUPPLY INC	171.29
8/19	BUCK'S WHEEL & EQUIPMENT CORP	1,905.24
8/19	NCS PEARSON, INC	28,703.91
8/19	CEV MULTIMEDIA	6,610.00
8/19	AUTOMATIC ICE MACHINE	1,578.00
8/19	CONSOLIDATED ELECTRICAL DISTRIBUTORS	814.46
8/19	CUMMINS BC329	2,091.44
8/19	CUTTING EDGE ADVERTISING INC.	1,232.50
8/19	DAVID COWAN EQUIPMENT	1,955.00
8/19	DEMCO INC.	1,281.10
8/19	GLOBAL EQUIP CO	15,801.09
8/19	NO TEARS LEARNING INC.	3,496.90
8/19	HOWELL & WINDHAM ADVERTISING	1,359.94
8/19	J W PEPPER & SON INC	2,277.21
8/19	KELLY-MOORE PAINT	348.18
8/19	LAKESHORE LEARNING	3,482.30
8/19	LOU'S CLINICAL LAB INC	3,049.00
8/19	MELTWATER NEWS US INC.	6,750.00
8/19	MIDLAND SAFETY & HEALTH SALES	421.00
8/19	MORRISON SUPPLY CO	7,323.27
8/19	MSC INDUSTRIAL SUPPLY CO.	927.57
8/19	NCS PEARSON, INC.	14,613.52
8/19	ODESSA COLLEGE	500.00
8/19	O REILLY AUTO ENTERPRISES LLC	2,258.25
8/19	ROBERTS TRUCK CENTER OF TEXAS	646.39
8/19	ROCHESTER 100 INC.	375.00
8/19	SCHOOL SPECIALTY INC	2,372.49
8/19	SECURED DOCUMENT SHREDDING INC	496.00
8/19	SIMS PLASTIC INC	1,425.40
8/19	PARK PLACE PULBICATION LP	715.00
8/19	THE BOSWORTH LTD	10,607.43
8/19	TRANE U.S. INC.	760.28
8/19	NAPA AUTO PARTS	2,538.78

8/19	CONTINENTAL WIRELESS, INC.	1,356.25
8/19	AXIOM BANK, N.A.	1,937.50
8/19	ACCO BRANDS CORPORATION	1,786.44
8/19	UNIFIRST CORPORATION	1,792.20
8/19	SPORTS IMPORTS, INC.	491.59
8/19	ALAN WILLIAMS	805.29
8/19	BEN E KEITH AMARILLO	9,961.55
8/19	BEST CHOICE RESTAURANTS LLC	82.40
8/19	DOUBLE LINE INC.	52,800.00
8/19	ECISD EDUCATION FOUNDATION	12,429.13
8/19	FORBES FAMILY HOLDING LLC	910.00
8/19	JIM MCKINNEY	2,769.00
8/19	LEAD4WARD LLC	3,500.00
8/19	LEARNING FORWARD TEXAS	159.00
8/19	NEW CLASSROOM INNOVATION PARTNERS, INC.	4,350.00
8/19	OFFICEWISE FURNITURE & SUPPLY	61.50
8/19	PERFECTION LEARNING CORPORATION	148,718.20
8/19	PHS GRAPHIC DESIGN	200.00
8/19	RELAY GRADUATE SCHOOL OF EDUCATION	172,000.00
8/19	RICK YEAGER	32.20
8/19	SAMANTHA LAWSON	100.00
8/19	SIDNEY H NORTON	120.00
8/19	TASB, INC	39,930.94
8/19	TEXAS HIGH SCHOOL GYMNASTICS COACHES ASSOCIATION	320.00
8/19	ADVANCED MAILING SOLUTIONS	793.00
8/19	ALAN WILLIAMS	241.40
8/19	ALERT SERVICES INC	129.00
8/19	ALEXANDER GUTIERREZ	51.69
8/19	AMAZON.COM LLC	155.94
8/19	AMAZON CAPITAL SERVICES	16,373.75
8/19	ANDREA BERNDT	106.66
8/19	APPLE, INC	5,005.12
8/19	ARTHUR J. GALLAGHER RISK MANAGEMENT SERVICES, INC.	1,020,779.52
8/19	ASSOCIATES OF SUMMERTREE L.P.	9,807.18
8/19	ATHLETIC SUPPLY INC	3,962.00
8/19	ATMOS ENERGY	14,498.76
8/19	BEST CHOICE RESTAURANTS LLC	406.75
8/19	BIMBO BAKERIES USA	2,751.84
8/19	BRAZOS DOOR & HARDWARE	490.00
8/19	SPARKLIGHT	2,359.72
8/19	CAVALLO ENERGY TEXAS LLC	111,080.37
8/19	CDW-G	268,927.96
8/19	CEBEY LLC	22,853.60
8/19	CENGAGE LEARNING	14,689.95
8/19	CHARTER WASTE INC.	225.73
8/19	CHICK-FIL-A UNIVERSITY BLVD ODESSA	2,718.00
8/19	CIRCLE P RANCH SUPPLY, INC	756.37

8/19	CITY OF ODESSA	32,018.00
8/19	COCA-COLA SOUTHWEST BEVERAGES LLC	384.96
8/19	CORRAL ENVIRONMENTAL CONSULTING, LLC	1,800.00
8/19	CULLIGAN WATER CONDITIONING OF WEST TEXAS	717.65
8/19	CUSTOM WHOLESALE SUPPLY INC	22,048.73
8/19	DAIOHS U.S.A INC.	22.72
8/19	DAIOHS U.S.A INC.	540.89
8/19	DANA BATTEN	75.89
8/19	DARCY ROGERS	4,400.00
8/19	DIVA DAY CONSULTING	1,500.00
8/19	ECTOR COUNTY UTILITY DISTRICT	1,326.73
8/19	FROG PUBLICATIONS	334.40
8/19	G H DAIRY	17,501.08
8/19	GARDENDALE WATER CO	190.50
8/19	GRAINGER	6,521.90
8/19	GRANDE COMMUNICATIONS NETWORK LLC	6,667.51
8/19	HEARNE AND HEARNE INC	3,343.00
8/19	HEIDI L HELFERICH	8.28
8/19	HIGH PLAINS OF ODESSA ASSOCIATES L.P.	9,507.00
8/19	HUMBERTO HERNANDEZ JR.	9,334.70
8/19	IMAGERY GRAPHIC SYSTEMS	1,598.60
8/19	IMAGES INK	689.00
8/19	INFECTION CONTROLS, INC	159,992.06
8/19	INNOVATIVE REHAB SYSTEMS	1,478.00
8/19	ISAFE INTERPRISES, LLC	2,100.00
8/19	JUDITH CAWLEY	278.60
8/19	JUMBURRITO	173.50
8/19	KEENAN & ASSOCIATES	7,735.50
8/19	LAWNMOWER SALES AND SERVICE, INC	455.98
8/19	LENNOX INDUSTRIES INC	1,002.00
8/19	LOA INVESTMENTS	372.00
8/19	LUNCH MONY, INC.	38.20
8/19	MARGARITA BROOKER	30.25
8/19	MARK BENNETT	3,700.00
8/19	MARTCO MFG, LLC.	48,300.00
8/19	MIDLAND TRINITY PLACE ASSOCIATES LP	2,592.90
8/19	N-TUNE MUSIC & SOUND INC	2,151.00
8/19	N2Y, LLC	51,053.00
8/19	NATIONAL CENTER FOR YOUTH ISSUES	225.00
8/19	NATIONAL INSTITUTE FOR EXCELLENCE IN TEACHING	57,500.00
8/19	NATIONAL MATH AND SCIENCE INITIATIVE, INC.	27,750.00
8/19	NIMBUS DRINKING WATER SYSTEMS	255.00
8/19	NWEA	3,500.00
8/19	ODESSA EAST ROTARY CLUB	60.00
8/19	ODESSA KINGS CROSSING ASSOCIATES L.P.	7,219.25
8/19	OFFICEWISE COMMERCIAL INTERIORS LLC	386.72
8/19	AIDALU ORTIZ	71.60

8/19	BILLIE AGUIRRE	23.75
8/19	HOWARD COUNTY JUNIOR COLLEGE DISTRICT	500.00
8/19	PRISCILLA MADRID	18.85
8/19	PRISCILLA MADRID	28.00
8/19	STORMI MCPHERSON	7.50
8/19	TIFFANY JOYCE	62.25
8/19	TIFFANY JOYCE	121.00
8/19	PARKS BELL RANCH APARTMENTS II LLC	2,469.41
8/19	PATRICIA LOGAN	42.32
8/19	PENSKE COMMERCIAL VEHICLES US LLC	1,253.85
8/19	PERMIAN TRACTOR SALES INC	2,704.15
8/19	PETROLEUM TRADERS CORPORATION	845.67
8/19	RANDAL D. GLENN	34,241.90
8/19	RANDAL D. GLENN	41,613.90
8/19	RANDAL D. GLENN	96,183.90
8/19	RESPONSIVE LEARNING	34,920.00
8/19	SAM'S CLUB DIRECT	124.22
8/19	SCOTT MURI	9,861.91
8/19	SHERWIN WILLIAMS	107.81
8/19	SHERWIN WILLIAMS	1,616.17
8/19	SOUTHERN TIRE MART, LLC	396.00
8/19	SUSAN GARCIA	179.00
8/19	SWAGIT PRODUCTIONS, LLC	695.00
8/19	TDINDUSTRIES, INC.	30,000.00
8/19	TASB, INC	1,250.00
8/19	TEXAS ASSOCIATION OF SCHOOL ADMINISTRATORS	408.00
8/19	TEXAS ASSOCIATION OF SCHOOL	110.00
8/19	TEXAS DEPARTMENT OF PUBLIC SAFETY	66.00
8/19	TEXAS EDUCATIONAL SUPPORT	45.00
8/19	THE ELMS OF MIDLAND ASSOCIATES, L.P.	2,025.00
8/19	THE MCCRELESS CO., INC	1,095.33
8/19	TOMMY HAWKINS CONSTRUCTION, INC.	4,870.00
8/19	UNITED REFRIGERATION	3,485.88
8/19	VERIZON WIRELESS SERVICES LLC	2,707.41
8/19	W. DEAN WEIDNER	36,566.83
8/19	W. DEAN WEIDNER	50,090.91
8/19	W. DEAN WEIDNER	1,494.00
8/19	W. DEAN WEIDNER	2,449.80
8/19	W. DEAN WEIDNER	2,164.00
8/19	WAGNER SUPPLY COMPANY INC	14,157.22
8/19	WALTER DEAN WEIDNER GENERATION SKIPPING TRUST	5,844.88
8/19	WATSON TRUCK & SUPPLY	7,031.14
8/19	XEROX CORPORATION	48,343.66
8/26	AMERIPRIDE SERVICES INC.	335.99
8/26	BUCK'S WHEEL & EQUIPMENT CORP	195.70
8/26	CMC BUSINESS SYSTEMS INC	591.03
8/26	AUTOMATIC ICE MACHINE	250.00

8/26	DIAMOND BUSINESS SERVICES INC	4,129.17
8/26	DICK BLICK	482.01
8/26	EDUCATION ADVANCED INC.	23,675.40
8/26	GLOBAL EQUIP CO	11,546.31
8/26	HENRY SCHEIN INC.	1,794.00
8/26	HERITAGE FOOD SERVICE EQUIPMENT	96.53
8/26	HOUGHTON MIFFLIN HARCOURT	67,150.00
8/26	KELLY-MOORE PAINT	719.94
8/26	LAKESHORE LEARNING	4,090.97
8/26	MAKE MUSIC INC	1,240.00
8/26	MANSON WESTERN LLC	288.75
8/26	ODESSA TORTILLA & TAMALE FACTORY INC.	1,298.00
8/26	MSC INDUSTRIAL SUPPLY CO.	2,976.48
8/26	NCS PEARSON	1,925.00
8/26	O REILLY AUTO ENTERPRISES LLC	45.20
8/26	PEARSON EDUCATION	4,047.00
8/26	RENAISSANCE LEARNING INC	15,732.30
8/26	DRI-STICK DECAL CORPORATION	555.20
8/26	SCHOOL SPECIALTY INC	9,032.33
8/26	SECURED DOCUMENT SHREDDING INC	64.00
8/26	VALLEY SPEECH, LANGUAGE AND LEARNING CENTER	1,584.00
8/26	FOLLETT SCHOOL SOLUTIONS, INC.	31,032.80
8/26	NAPA AUTO PARTS	467.42
8/26	ASSESSMENT TECHNOLOGIES INSTITUTE, LLC	10,010.00
8/26	MULTICARE PLUS	75.00
8/26	SCARBOROUGH SPECIALTIES, INC	574.97
8/26	UNIFIRST CORPORATION	3,122.84
8/26	OFFICE DEPOT, INC	6,022.35
8/26	ALFONSO PRIETO OREJON	800.00
8/26	AMAZON CAPITAL SERVICES	36,795.33
8/26	AMERICAN FAMILY LIFE & CANCER	33.75
8/26	AMERICAN FAMILY LIFE & CANCER	423.28
8/26	ANGELA BRAZIEL-SMITH	350.00
8/26	APPLE, INC	5,133.00
8/26	AT&T LONG DISTANCE	970.26
8/26	AT&T MOBILITY	51.94
8/26	ATHLETIC SUPPLY INC	1,200.00
8/26	ATHLETIC SUPPLY INC	11,875.00
8/26	ATKINS HOLLMAN JONES PEACOCK	17,040.53
8/26	ATKINS HOLLMAN JONES PEACOCK	21,375.32
8/26	BERKSHIRE PRODUCTION SUPPLY, LLC	2,686.90
8/26	BIMBO BAKERIES USA	1,552.35
8/26	BLANCA ANAYA	97.09
8/26	BLUE STAR BUS SALES LTD	103.01
8/26	BMI SYSTEMS GROUP	2,170.00
8/26	BOOKBINDING & LAMINATING INC	99.00
8/26	BRAKES AND WHEELS INC.	116.67

8/26	BRAUN BEEF & CO. INC	17,317.44
8/26	BRAZOS DOOR & HARDWARE	8,412.00
8/26	CALFED FINANICAL CORPORATION	9,470.50
8/26	CDW-G	45,489.27
8/26	CDW-G	178.51
8/26	CDW-G	619.99
8/26	CENGAGE LEARNING	1,500.00
8/26	CHARTER WASTE INC.	225.73
8/26	CIRCLE P RANCH SUPPLY, INC	375.73
8/26	CLARA MOTOS RIVAS	800.00
8/26	COCHLEAR AMERICAS	260.00
8/26	COMMERCIAL FOOD SERVICE	3,796.64
8/26	CRENSHAW CONSULTING GROUP, LLC	2,737.80
8/26	CRENSHAW CONSULTING GROUP, LLC	8,101.03
8/26	CRENSHAW CONSULTING GROUP, LLC	13,712.86
8/26	CRENSHAW CONSULTING GROUP, LLC	18,268.50
8/26	CRENSHAW CONSULTING GROUP, LLC	20,483.78
8/26	CULLIGAN WATER CONDITIONING OF WEST TEXAS	274.41
8/26	CUSTOM WHOLESALE SUPPLY INC	314.59
8/26	DAIOHS U.S.A INC.	402.24
8/26	DONNA ZIRIAX	25.00
8/26	DYNA STUDY INC	1,440.44
8/26	ECOLAB INC	12,976.62
8/26	ED PRICE	843.50
8/26	FERGUSON FACILITIES SUPPLY	7,396.86
8/26	FIRST FINANCIAL ADMINISTRATORS	1,323.65
8/26	FIRST FINANCIAL ADMINISTRATORS	2,072.30
8/26	FIRST FINANCIAL ADMINISTRATORS	31,003.84
8/26	G H DAIRY	14,878.34
8/26	GARDENDALE WATER CO	192.50
8/26	GENEVA GARCIA	64.40
8/26	GRAINGER	6,673.59
8/26	HURT EXTERMINATING	7,371.00
8/26	HUMBERTO HERNANDEZ JR.	19,315.85
8/26	INTERNATIONAL BACCALAUREATE ORGANIZATION	11,531.00
8/26	IRLEN INSTITUTE/PDC	349.79
8/26	JAMES PHILLIPS WILLIAMS MEMORIAL FOUNDATION	11,250.00
8/26	JD PALATINE LLC	8.40
8/26	JON PHILLIPS	4,960.00
8/26	K. B. SAFE & LOCK CO	75.50
8/26	KAY'S EMBLEMS INC	2,336.00
8/26	L WALLACE CONSTRUCTION CO., INC.	36,048.62
8/26	LABATT FOOD SERVICE	57,030.06
8/26	LAND O'LAKE	18,013.16
8/26	LAWNMOWER SALES AND SERVICE, INC	511.98
8/26	LENNOX INDUSTRIES INC	1,269.00
8/26	LITHIA CO. INC.	133.33

8/26	LOA INVESTMENTS	744.00
8/26	HERFF JONES LLC	324.07
8/26	N-TUNE MUSIC & SOUND INC	1,079.00
8/26	NATIONAL TRAVEL SYSTEMS	201.20
8/26	NICOLAS REYES	139.95
8/26	NIMBUS DRINKING WATER SYSTEMS	48.00
8/26	ODESSA FAIRGREEN ASSOCIATES	12,117.97
8/26	OFFICEWISE COMMERCIAL INTERIORS LLC	20,886.41
8/26	PENSKE COMMERCIAL VEHICLES US LLC	728.93
8/26	PETROLEUM TRADERS CORPORATION	11,412.20
8/26	SACHI TECH INC	108,000.00
8/26	PIRAINO CONSULTING, INC	1,568.99
8/26	PROGESSIVE MICROTECHNOLOGY, INC.	226.00
8/26	QEP PROFESSIONAL BOOKS	122.00
8/26	RATLIFF RANCH GOLF LINKS	1,000.00
8/26	RATLIFF RANCH GOLF LINKS	1,000.00
8/26	REGION 18 EDUCATION SERVICE CENTER	2,188.00
8/26	REGION 18 EDUCATION SERVICE CENTER	300.00
8/26	REGION 20 EDUCATION SERVICE CENTER	75.00
8/26	ROBERT AVOSSA	3,000.00
8/26	SANTANDER BANK N.A.	481,389.00
8/26	SCHOOLMATE	536.80
8/26	SCHREIBER FOODS INTERNATIONAL	25,799.20
8/26	SEESAW LEARNING	1,375.00
8/26	SELERIX SYSTEMS, INC	5,771.25
8/26	SHERWIN WILLIAMS	91.92
8/26	SPIRIT MONKEY, LLC	2,530.87
8/26	STOUT IMAGES, INC.	906.31
8/26	SUNSET GOLF AND COUNTRY CLUB, LLC	3,600.00
8/26	SYSCO USA, INC	4,078.42
8/26	TASB, INC	1,236.93
8/26	TEXAS DEPARTMENT OF PUBLIC SAFETY	61.00
8/26	TEXAS LIFE INSURANCE CO	102,484.03
8/26	TEXAS TEACHERS	1,650.00
8/26	THE HON COMPANY LLC	521.23
8/26	THE LEARNING INTERNET INC	1,105.00
8/26	TOMMY OR LAWANA SMITH	368.80
8/26	TOTAL COMPENSATION GROUP INVESTMENT	910.00
8/26	TRUE NORTH CONSULTING GROUP, INC.	33,047.30
8/26	UNITED REFRIGERATION	858.99
8/26	VERIZON WIRELESS SERVICES LLC	417.89
8/26	VICTORIA IBANEZ	700.00
8/26	W. DEAN WEIDNER	10,348.73
8/26	WAGNER SUPPLY COMPANY INC	9,417.67
8/26	WATSON TRUCK & SUPPLY	1,565.71
8/26	WEST TEXAS EDUCATORS	281,185.37
8/26	XEROX CORPORATION	12,419.46

8/26	PERMISSIONS SAFE INC	46,400.00
8/27	IDAHO CHILD SUPPORT RECEIPTING	278.00
8/27	NEW MEXICO CHILD SUPPORT	300.00
8/27	NEW MEXICO CHILD SUPPORT	659.00
8/27	STATE DISBURSEMENT UNIT	120.00
8/27	TRELLIS COMPANY	342.28
8/27	TRELLIS COMPANY	573.50
8/27	TRELLIS COMPANY	600.95
8/27	TRELLIS COMPANY	611.67
8/27	TRELLIS COMPANY	612.91
8/27	TRELLIS COMPANY	704.67
8/27	UNITED STATES TREASURY	54.00
8/27	WAGE GARNISHMENT PROCESSING UNIT	349.51
9/2	ABSOLUTE FIRE PROTECTION INC	246.75
9/2	AMERIPRIDE SERVICES INC.	358.25
9/2	AT&T	491.37
9/2	AVID CENTER	4,975.00
9/2	B-LINE FILTER & SUPPLY INC	333.60
9/2	BUCK'S WHEEL & EQUIPMENT CORP	668.84
9/2	NCS PEARSON, INC	8,178.00
9/2	AUTOMATIC ICE MACHINE	564.00
9/2	CONSOLIDATED ELECTRICAL DISTRIBUTORS	4,912.11
9/2	FROG STREET PRESS INC	975.00
9/2	GLOBAL EQUIP CO	11,868.99
9/2	NO TEARS LEARNING INC.	809.60
9/2	HENRY SCHEIN INC.	3,995.00
9/2	HERITAGE FOOD SERVICE EQUIPMENT	222.01
9/2	HOWELL & WINDHAM ADVERTISING	695.50
9/2	JOHNSON MILLER & CO INC	16,000.00
9/2	LAKESHORE LEARNING	121,080.11
9/2	MANSON WESTERN LLC	443.30
9/2	MARK'S PLUMBING PARTS	2,332.20
9/2	MENTORING MINDS. LP	3,532.76
9/2	MSC INDUSTRIAL SUPPLY CO.	1,022.32
9/2	NCS PEARSON, INC.	23,100.00
9/2	O REILLY AUTO ENTERPRISES LLC	3,389.91
9/2	SCHOOL SPECIALTY INC	5,615.94
9/2	SECURED DOCUMENT SHREDDING INC	112.00
9/2	TEXAS ASSOCIATION OF SCHOOL BUSINESS OFFICIALS	315.00
9/2	PARK PLACE PULBICATION LP	185.00
9/2	TRANE U.S. INC.	15,968.56
9/2	BRAINPOP, LLC	2,950.00
9/2	GALLS, LLC	262.29
9/2	NAPA AUTO PARTS	350.02
9/2	CONTINENTAL WIRELESS, INC.	477.50
9/2	SIEMENS INDUSTRY, INC	69,011.00
9/2	UNIFIRST CORPORATION	2,116.20

9/2	KCG INC	4,595.20
9/2	OFFICE DEPOT, INC	5,109.66
9/2	ABILENE HIGH SCHOOL	250.00
9/2	ACORN GLASS CO	1,473.22
9/2	ADONICA GALINDO	65.28
9/2	ALERT SERVICES INC	7,860.00
9/2	ALEXANDRIA SALAZAR	196.87
9/2	AMAZON CAPITAL SERVICES	1,002.90
9/2	ANA PECHARROMAN MARTIN	800.00
9/2	ATHLETIC SUPPLY INC	378.00
9/2	AUDIO ACOUSTICS HEARING CENTERS	180.00
9/2	AUDIO ACOUSTICS HEARING CENTERS	400.00
9/2	BIMBO BAKERIES USA	31.20
9/2	BJB, INC.	14.99
9/2	BLUE STAR BUS SALES LTD	7,560.74
9/2	BOOKBINDING & LAMINATING INC	2,995.00
9/2	SPARKLIGHT	806.87
9/2	CAVALLO ENERGY TEXAS LLC	160,418.16
9/2	CDW-G	32,550.64
9/2	COCA-COLA SOUTHWEST BEVERAGES LLC	201.60
9/2	COMMERCIAL FOOD SERVICE	1,655.00
9/2	CONTROL TECHNOLOGIES INC	4,164.00
9/2	CUSTOM WHOLESALE SUPPLY INC	692.29
9/2	DAIOHS U.S.A INC.	129.38
9/2	DAVID NOTARIO-BROX	800.00
9/2	DELFINA RAMOS	20.07
9/2	ECTOR SUCCESS ACADEMY NETWORK	47,016.10
9/2	ELIAS JIMENEZ	59.95
9/2	FERGUSON FACILITIES SUPPLY	965.14
9/2	FIREPLACE, INC.	999.00
9/2	FIRST FINANCIAL ADMINISTRATORS	95,901.66
9/2	FIRST FINANCIAL ADMINISTRATORS	316.66
9/2	FW WALTON DALLAS, LLC	183,229.83
9/2	G H DAIRY	16,360.06
9/2	G T DISTRIBUTORS INC	382.95
9/2	GARDENDALE WATER CO	126.00
9/2	GRAINGER	6,209.28
9/2	HURT EXTERMINATING	20,853.00
9/2	HEALTH SERVICES ADMINISTRATION	21,092.04
9/2	HEARNE AND HEARNE INC	5,518.14
9/2	HORACE MANN INS CO	124.06
9/2	HUMBERTO HERNANDEZ JR.	23,729.29
9/2	ID PLUS LLC	1,230.00
9/2	IMAGERY GRAPHIC SYSTEMS	2,414.52
9/2	INTERNATIONAL SOCIETY FOR	180.00
9/2	INTERNATIONAL SOCIETY FOR	300.00
9/2	INVESTRUST	35,001.66

9/2	JNT RESOURCES PARTNERS, LP	145.73
9/2	JNT RESOURCES PARTNERS, LP	596.39
9/2	JOSE LUIS ALONSO CARRETERO	800.00
9/2	JUDITH CAWLEY	395.35
9/2	L WALLACE CONSTRUCTION CO., INC.	134,284.65
9/2	L WALLACE CONSTRUCTION CO., INC.	146,135.21
9/2	LABATT FOOD SERVICE	14,778.78
9/2	LAKE COUNTRY CHEVROLET, INC.	27,839.00
9/2	LAND O'LAKE	4,279.92
9/2	LENNOX INDUSTRIES INC	508.00
9/2	LUNCH MONY, INC.	415.35
9/2	MARINA BERRY	70.00
9/2	HERFF JONES LLC	611.78
9/2	MARK KNOX FLOWERS	73.50
9/2	METLIFE	107,576.42
9/2	MICHELLE V URIAS	779.00
9/2	N2 LEARNING, LC	36,250.00
9/2	NARDONE BROS. BAKING CO. INC.	17,370.00
9/2	NATIONAL RESTAURANT ASSOCIATION	8,208.00
9/2	NATIONAL TRAVEL SYSTEMS	544.40
9/2	ODESSA COUNTRY CLUB	3,000.00
9/2	OFFICEWISE COMMERCIAL INTERIORS LLC	22,662.71
9/2	OFFICEWISE COMMERCIAL INTERIORS LLC	55,295.35
9/2	AMY BURKS	28.10
9/2	AMY BURKS	24.75
9/2	ANGIE ORTIZ	159.70
9/2	BRIAN COUCH	200.45
9/2	CANDACE MONTANEZ	41.75
9/2	DEBRA RIOS	45.25
9/2	ELIZABETH HOLCOMBE	11.50
9/2	ELIZABETH HOLCOMBE	7.50
9/2	ELIZABETH HOLCOMBE	43.50
9/2	ERIN HENRY	226.50
9/2	LAURA CANALES	41.75
9/2	LAURA CANALES	47.25
9/2	ODESSA COLLEGE	500.00
9/2	ODESSA COLLEGE	500.00
9/2	SHAYNA MATHEWS	128.50
9/2	SHERI CAIRNS	59.75
9/2	TEXAS TECH UNIVERSITY	500.00
9/2	TEXAS TECH UNIVERSITY	500.00
9/2	UNIVERSITY OF TEXAS AT PERMIAN BASIN	500.00
9/2	UNIVERSITY OF TEXAS AT SAN ANTONIO	500.00
9/2	UT AUSTIN	500.00
9/2	WAYLAND BAPTIST UNIVERSITY	500.00
9/2	PABLO DAVILA	350.00
9/2	PATRICIA ROMERO CAMPILLOS	800.00

9/2	PAUL R FULCE	3,000.00
9/2	PAULO DIAZ CRUZ	800.00
9/2	PEDRO LAGUNA	800.00
9/2	PETROLEUM TRADERS CORPORATION	15,937.78
9/2	QA ROOFING, INC.	4,655.00
9/2	QA ROOFING, INC.	56,756.32
9/2	RANDAL D. GLENN	103,937.76
9/2	RATLIFF RANCH GOLF LINKS	500.00
9/2	ROGERS ATHLETIC COMPANY	2,682.00
9/2	RR & E SERVICES LLC	822.00
9/2	SANDRA LOPEZ RAMIREZ	800.00
9/2	SCHOOLMATE	442.50
9/2	SEESAW LEARNING	1,512.50
9/2	SHERWIN WILLIAMS	497.89
9/2	SHIELA WILSON	75.89
9/2	SOUTHERN MAID DONUTS	37.50
9/2	STETSON & ASSOCIATES, INC.	500.00
9/2	TERRIE CARROLL	700.00
9/2	TEXAS ACADEMIC DECATHLON	1,300.00
9/2	TEXAS ACADEMIC DECATHLON	1,300.00
9/2	TASB, INC	3,754.70
9/2	TEXAS ASSOCIATION OF SCHOOL ADMINISTRATORS	210.00
9/2	TEXAS ASSOCIATION OF SCHOOL BUSINESS OFFICIALS	135.00
9/2	TEXAS ASSOCIATION OF SCHOOL	110.00
9/2	TEXAS COUNCIL OF ADMINISTRATORS OF	125.00
9/2	TEXAS COUNCIL OF ADMINISTRATORS OF	125.00
9/2	TEA-CRT	375,001.20
9/2	TEXAS STATE TEACHERS ASSOCIATION	29,670.12
9/2	TEXAS STATEWIDE NETWORK OF ASSESSMENT PROFESSIONAL	80.00
9/2	THE CINCINNATI LIFE INS. CO	350.52
9/2	THE LEARNING INTERNET INC	1,062.50
9/2	TYSON PREPARED FOOD, INC.	22,505.60
9/2	UNITED PARCEL SERVICE INC	96.86
9/2	UNIVERSAL FIDELITY LIFE INSURANCE COMPANY	126,581.00
9/2	UNIVERSITY MEDICAL SUPPLY	1,050.00
9/2	UNIVERSITY OF NORTH TEXAS	500.00
9/2	VALARIE SHREVES	106.66
9/2	VALERIE HELITON	20.93
9/2	VENYOOZ, INC.	9,399.00
9/2	VERNELL FOBBS	1,940.00
9/2	VERNELL FOBBS	1,945.00
9/2	WAGNER SUPPLY COMPANY INC	5,337.18
9/2	WATERBOY GRAPHICS	17,000.00
9/2	WATSON TRUCK & SUPPLY	3,315.84
9/2	WILLIAMS PAVING & EXCAVATION. INC	20,800.00
9/2	WILLIAMS PAVING & EXCAVATION. INC	144,500.00
9/2	XEROX CORPORATION	11,969.55

9/9	4IMPRINT INC	4,359.67
9/9	AMERIPRIDE SERVICES INC.	404.40
9/9	AT&T	903.04
9/9	BUCK'S WHEEL & EQUIPMENT CORP	608.08
9/9	CEV MULTIMEDIA	6,490.00
9/9	CMC BUSINESS SYSTEMS INC	532.68
9/9	AUTOMATIC ICE MACHINE	5,691.36
9/9	CRISIS PREVENTION INSTITUTE	2,400.00
9/9	GANDY INK	1,482.25
9/9	GLOBAL EQUIP CO	4,554.70
9/9	GOPHER SPORT	150.00
9/9	NO TEARS LEARNING INC.	982.40
9/9	HENRY SCHEIN INC.	7,690.00
9/9	LYON & HEALY WEST	16.28
9/9	MAKE MUSIC INC	1,780.00
9/9	MANSON WESTERN LLC	1,933.00
9/9	MARK'S PLUMBING PARTS	4,008.00
9/9	MENTORING MINDS. LP	3,543.00
9/9	MSC INDUSTRIAL SUPPLY CO.	6,697.08
9/9	NCS PEARSON, INC.	1,995.00
9/9	AIM MEDIA TEXAS OPERATING LLC	413.64
9/9	O REILLY AUTO ENTERPRISES LLC	415.95
9/9	ORIENTAL TRADING INC	516.64
9/9	PERMA-BOUND BOOKS	661.07
9/9	PROJECT LEAD THE WAY INC.	2,700.00
9/9	ROBERTS TRUCK CENTER OF TEXAS	179.75
9/9	DRI-STICK DECAL CORPORATION	2,279.33
9/9	SCHOOL DATEBOOKS INC.	4,980.72
9/9	SCHOOL NURSE SUPPLY INC	2,291.00
9/9	SCHOOL SPECIALTY INC	2,597.59
9/9	SECURED DOCUMENT SHREDDING INC	1,176.78
9/9	SIMS PLASTIC INC	690.65
9/9	TEXAS ASSOCIATION OF SCHOOL BUSINESS OFFICIALS	1,340.00
9/9	TRANE U.S. INC.	6,213.47
9/9	WESTAIR-PRAXAIR DIST INC	1,146.50
9/9	WOLFCOM ENTERPRISES	4,569.90
9/9	BILL WILLIAMS TIRE CENTER	437.68
9/9	GALLS, LLC	1,862.23
9/9	NAPA AUTO PARTS	403.17
9/9	BARNES & NOBLE BOOKSELLERS	199.75
9/9	MULTICARE PLUS	225.00
9/9	SCARBOROUGH SPECIALTIES, INC	2,439.79
9/9	CONTINENTAL WIRELESS, INC.	1,550.00
9/9	AXIOM BANK, N.A.	1,185.00
9/9	UNIFIRST CORPORATION	2,991.37
9/9	AMAZON.COM LLC	770.80
9/9	AMAZON CAPITAL SERVICES	73,567.88

9/9	AMERICAN RED CROSS	125.00
9/9	APPLE, INC	3,563.00
9/9	ARA OF ODESSA	2,134.75
9/9	ATHLETIC SUPPLY INC	9,009.50
9/9	BERKSHIRE PRODUCTION SUPPLY, LLC	3,288.00
9/9	BIG ROCK EDUCATIONAL SERVICE LLC	50,000.00
9/9	BIMBO BAKERIES USA	523.26
9/9	BLUE CROSS BLUE SHIELD TEXAS	136,931.48
9/9	BOYS & GIRLS CLUB OF ODESSA	3,302.19
9/9	BRAYCO	180,500.00
9/9	BRAZOS DOOR & HARDWARE	500.00
9/9	BRIDGES TRANSITIONS CO	5,220.00
9/9	CDW-G	170,358.29
9/9	CDW-G	352.24
9/9	CDW-G	391.00
9/9	CDW-G	416.16
9/9	CDW-G	727.09
9/9	CDW-G	782.56
9/9	CDW-G	1,769.57
9/9	CENGAGE LEARNING	5,585.00
9/9	CHARLES AND LEZIEE CHURCHFIELD	9,376.64
9/9	CITY OF ODESSA	16,009.00
9/9	CITY OF ODESSA WATER DEPT	184,456.09
9/9	COBY TYSON	618.00
9/9	COCA-COLA SOUTHWEST BEVERAGES LLC	346.78
9/9	CODY VALENZUELA	250.00
9/9	CONTROL TECHNOLOGIES INC	26,793.64
9/9	CORRAL ENVIRONMENTAL CONSULTING, LLC	1,800.00
9/9	CRENSHAW CONSULTING GROUP, LLC	33,111.29
9/9	CRENSHAW CONSULTING GROUP, LLC	172,972.80
9/9	CULLIGAN WATER CONDITIONING OF WEST TEXAS	50.00
9/9	CURRENT MEDIA PARTNERS LLC	3,000.00
9/9	DS WATERS OF AMERICA INC	124.06
9/9	E-CONTROL SYSTEMS, INC.	2,052.00
9/9	EAGLE RUBBER & SUPPLY	55.86
9/9	ED PRICE	66.00
9/9	THE UNIVERSITY OF TEXAS AT AUSTIN	2,000.00
9/9	FASTENAL COMPANY	1,188.13
9/9	FEDEX	47.20
9/9	FERGUSON FACILITIES SUPPLY	2,786.86
9/9	FIRST FINANCIAL ADMINISTRATORS	6,299.60
9/9	FIRST FINANCIAL ADMINISTRATORS	7,884.57
9/9	FIRST FINANCIAL ADMINISTRATORS	14,848.82
9/9	FIRST FINANCIAL ADMINISTRATORS	18,043.96
9/9	FIRST FINANCIAL ADMINISTRATORS	94,142.38
9/9	FIRST FINANCIAL CAPITAL CORP	2,750.00
9/9	FOSTER POULTRY FARMS	19,690.56

9/9	FW WALTON DALLAS, LLC	266,071.72
9/9	G H DAIRY	24,830.41
9/9	GARDENDALE WATER CO	45.50
9/9	GRAINGER	4,741.00
9/9	H & R FOODS L.P.	27,528.00
9/9	HOLLY ROBERTS	1,900.00
9/9	HOV SERVICES, INC.	2,067.19
9/9	IMAGERY GRAPHIC SYSTEMS	2,969.77
9/9	IMAGINE LEARNING, INC	1,000,000.00
9/9	INDUSTRIAL COMMUNICATIONS	150.00
9/9	INSOURCE INSURANCE GROUP, LLC	450.00
9/9	JANICE CRAWFORD	900.00
9/9	JD PALATINE LLC	90.45
9/9	INDUSTRIAL IGNITION LLC	97.50
9/9	JOHN'S SALES & SERVICE	2,140.56
9/9	JUDITH CAWLEY	227.70
9/9	LABATT FOOD SERVICE	27,173.64
9/9	LAWNMOWER SALES AND SERVICE, INC	257.30
9/9	LOA INVESTMENTS	396.00
9/9	LOWE'S	1,355.95
9/9	LVR COMMERICAL FLOORING	3,609.25
9/9	LVR COMMERICAL FLOORING	7,267.00
9/9	LYRICS2LEARN	3,100.00
9/9	HERFF JONES LLC	611.78
9/9	MARK KNOX FLOWERS	78.97
9/9	N-TUNE MUSIC & SOUND INC	3,708.65
9/9	SUPERIOR VISION INSURANCE, INC.	26,120.10
9/9	NATUS MEDICAL INCORPORATED	2,660.00
9/9	NIMBUS DRINKING WATER SYSTEMS	243.00
9/9	NWEA	364,101.00
9/9	OFFICEWISE FURNITURE & SUPPLY	1,057.32
9/9	OFFICEWISE COMMERCIAL INTERIORS LLC	25,392.86
9/9	PENSKE COMMERCIAL VEHICLES US LLC	190.87
9/9	PETROLEUM TRADERS CORPORATION	10,967.75
9/9	POST HOLDING, INC.	11,712.96
9/9	PUBLIC IMPACT LLC	97,500.00
9/9	QA ROOFING, INC.	77,615.00
9/9	RANDAL D. GLENN	34,250.45
9/9	RANDAL D. GLENN	38,089.85
9/9	REGION 18 EDUCATION SERVICE CENTER	110.00
9/9	RICARDO SANTIAGO	250.00
9/9	SCENARIO LEARNING	14,800.00
9/9	SEESAW LEARNING	4,125.00
9/9	PINNACLE PROPANE LLC	50.00
9/9	SIDNEY H NORTON	1,069.50
9/9	SIDNEY H NORTON	54.00
9/9	STONE TOWER GRAFIX	2,190.00

9/9	SYSCO USA, INC	2,575.20
9/9	TANG MATH LLC	2,230.00
9/9	TEXAS EXCAVATION SAFETY SYSTEM, INC.	26.60
9/9	TEXAS INSTRUMENTS INC	2,500.00
9/9	TEXAS SCOTTISH RITE HOSPITAL	2,100.00
9/9	THE HON COMPANY LLC	5,617.80
9/9	THE MCCRELESS CO., INC	143.84
9/9	TOMMY HAWKINS CONSTRUCTION, INC.	6,000.00
9/9	TPR EDUCATION LLC/THE PRINCETON REVIEW	21,780.00
9/9	TROPHY DEN	93.00
9/9	TRUE NORTH CONSULTING GROUP, INC.	16,523.65
9/9	TYLER TECHNOLOGIES, INC.	550.00
9/9	UNIVERSITY MEDICAL SUPPLY	1,025.00
9/9	VANCO INSULATION INC	13,784.60
9/9	WAGNER SUPPLY COMPANY INC	5,851.40
9/9	WAGNER SUPPLY COMPANY INC	2,805.00
9/9	WATSON TRUCK & SUPPLY	1,301.15
9/9	WEST TEXAS FILTERS, INC.	10,514.43
	TOTAL NUMBER OF CHECKS WRITTEN FOR DISTRICT	671
	TOTAL AMOUNT WRITTEN FOR DISTRICT	$ 11,173,762.86

REQUEST FOR APPROVAL OF AGREEMENT BETWEEN ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT AND THE DOWNTOWN LIONS CLUB OF ODESSA

The Agreement between Ector County Independent School District and the Downtown Lions Club of Odessa is for operations of concessions for the Ratliff Sports Complex. This Agreement has no changes from the prior year's Agreement and ends July 31, 2023 with an option to extend an additional three (3) year period.

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Administrative Recommendation:

Approval of Agreement between Ector County Independent School District and the Downtown Lions Club of Odessa.

THE STATE OF TEXAS §
§ **CONCESSIONAIRE'S AGREEMENT**
COUNTY OF ECTOR §

This Agreement is made and entered into on this 1st day of August, 2020 by and between the BOARD OF TRUSTEES of the ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT of Odessa, Texas (hereinafter called "District") and the DOWNTOWN LIONS CLUB OF ODESSA, a service club operating under Charter from the Lions International and acting through its Elected President and Secretary of Odessa, Texas (hereinafter called Concessionaire") witnessed:

1. Subject to the terms of this Agreement, the District hereby grants and leases to said Concessionaire the exclusive right and privilege of operating the concession stands located at Ratliff Sports Complex in Odessa, Texas, including the concession stands located at the softball and soccer complex located at the Ratliff Sports Complex in Odessa, Texas, for the sole purpose of selling food items and soft drinks, all upon the terms and conditions herein contained and the general conditions attached hereto marked "Exhibit A" and incorporated herein for all purposes as part of this Agreement.
2. The Concessionaire agrees as consideration for the execution of this contract to pay the District an annual sum in cash equal to eight percent (8%) of sales per year, payable within fifteen (15) days after the end of each calendar month. Said payment, along with the monthly financial statement (referred to in paragraph 9 of this Agreement), shall be mailed to the District's Chief Financial Officer, P.O. Box 3912, Odessa, Texas 79760. All sales to the District will be at a thirty-five percent (35%) discount and the amount to be excluded from the eight percent (8%) concession fee. The Concessionaire may have a separate agreement with the University of Texas Permian Basin ("UTPB") for concessions during certain of its activities. The District shall continue to receive its eight percent (8%) sales for any UTPB event.

3. The term of this Agreement shall be for a period of three (3) years beginning August 1, 2020 and ending July 31, 2023.

4. It is understood and agreed that there is included in the Agreement the right of the Concessionaire to use only the equipment of the District which is permanently installed, i.e., the shelves and sinks. It is understood and agreed that this equipment is the property of the District, with the Concessionaire having the right of use thereof while it is not in default under the terms and provisions hereof. The Concessionaire shall have the right and responsibility to furnish additional equipment and property, all subject to the approval of the District, and Concessionaire agrees to furnish and place such equipment and complete any necessary installations and be ready to operate duly not later than one day prior to the first game in each year hereunder. The Concessionaire shall retain title to and control of the equipment and personal property which it furnishes. Concessionaire shall obtain the consent and approval of the District for all equipment to be furnished, and Concessionaire agrees that it will at no time overload or tax the electrical system or service to the concession stands. Concessionaire shall furnish, install, and maintain its equipment, property, and facilities, which normally is installed for use, in a good and workmanlike manner with no damage or injury being done to the concession stands or to other property of the District. Upon termination of this Agreement for any cause, the Concessionaire agrees to remove all of its equipment properly and facilities from the concession stand and further agrees to restore the property of the District to its original condition as same was when the Agreement was executed, reasonable wear and tear only excepted.

5. It is agreed and understood that this Concession Agreement does not include or cover program rights, cushion rights, novelty rights, parking rights, radio rights, telephone rights, television rights, or any other right not stated under paragraph 1 above, and the same are excluded therefrom and reserved as the sole and exclusive property of the District.

6. The Concessionaire agrees to collect all Federal, State and local excise sales and use taxes and all other taxes and assessments which may be imposed upon the operation of its business by Governmental Authority having Jurisdiction, and Concessionaire agrees to remain solely liable and responsible therefore. The Concessionaire agrees to pay promptly at its expense all occupation licenses, permits, personal property and other taxes or assessments which may accrue due to the operation of the Concessionaire's business hereunder.

7. The District reserves the right to place vending machines at the Ratliff Sports Complex at locations to be determined in the sole discretion of the District. These vending machines shall not be operational and available to the public at any time during which Concessionaire is providing services under this Agreement. The Concessionaire shall be obligated to open and operate the concessions covered hereinat all regular season high school football games, district and regional track meets, West Texas Relays, NJCAA national track meet, and any other event deemed necessary by the mutual agreement of the Executive Director of Athletics and the Concessionaire. It is expressly understood between the parties that the Kiwanis Club Kids Day, together with special program use of the stadium wherein the stadium is rented from the District and the producer or lessee handles the concession, are not included in this Agreement. The District reserves the right to lease the Stadium to include the softball and soccer complex for special program use and purposes, as may be approved by the Board of Trustees of the District. Concessionaire will have first right of refusal to operate the concessions during the special use programs. The Concessionaire shall have the right (but not the obligation) to open and operate the concession stands under this Agreement for all softball and soccer games that shall be played during the regular season. The Concessionaire shall notify the District at least twenty-four (24) hours prior to an event of Concessionaire's intent not to operate the concession stands under this Agreement for

said event. The District may operate its vending machines at any time during which Concessionaire is not operating, and the District is entitled to all proceeds of said machines.

8. The Concessionaire recognizes and agrees that Concessionaire is an independent contractor under the terms of this Agreement with exclusive control and management of its operations, agents, and employees. Concessionaire agrees that Concessionaire will carry adequate Workman's Compensation, Public Liability, and Property Damage Insurance, including products liability, poisoning, or illness from food and drink coverage, in a minimum amount of $100,000 for each person and $300,000 for each single occurrence in companies acceptable to the District, and Concessionaire agrees to mail certificates of insurance evidencing such coverage to the District's Chief Financial Officer, P.O. Box 3912, Odessa, Texas 79760 at the beginning of each school year (August 1). Concessionaire agrees to indemnify and hold harmless the District from all damages, claims, and causes of action arising as a result of Concessionaire's operations hereunder.

9. The Concessionaire agrees to keep and maintain adequate books and records of Concessionaire's business transactions hereunder, which books and records will be available at all reasonable times to the District or its duly authorized representatives for the purpose of auditing and examining same. Concessionaire agrees to furnish to the District's Chief Financial Officer, on or before the fifteenth (15th) day of each succeeding month, a statement covering the previous month's operation reflecting Concessionaire's gross purchases and sales. It is understood that failure of Concessionaire to keep and maintain such books and records or to make them available to the District as specified above shall constitute just cause for the termination of the Agreement by the District upon written notice as provided herein.

10. This contract and Agreement and all rights thereunder shall not be transferable or assignable by Concessionaire without the prior written consent and approval of the District.

In the event Concessionaire sells or leases Concessionaire's equipment to a successor concessionaire, the District reserves the right to approve such sale or lease.

11. It is understood and agreed that the Chief Financial Officer of the Ector County Independent School District shall be, for the purposes of this Contract, the representative of the Board of Trustees of the District. All questions, matters, problems, and disputes shall be negotiated between the Chief Financial Officer and the Concessionaire, with the advice of the Executive Director of Athletics. In the event a disagreement arises between such parties concerning any provisions of this Agreement, then either party shall have the right to present such disagreement to the Board of Trustees. It is understood and agreed that the decision of such Board of Trustees shall be final and binding upon all parties hereto.

12. In the event the Concessionaire fails to comply with any terms and provisions of this Agreement or defaults in Concessionaire's performance thereunder, the Board of Trustees of the District shall have the right to terminate this Agreement by giving written notice of such termination to the Concessionaire at least seven (7) days prior to the termination date.

13. This Agreement may be extended for an additional three (3) year period with the consent of both parties.

SIGNED the 13th day of August, 2020.

Board of Trustees of the
Ector County Independent School District

By: _____

Name: _____

Title: _____

Downtown Lions Club of Odessa

By: Verna McCallum

Name: Verna McCallum

Title: President

EXHIBIT A

General Conditions

A. The Concessionaire will be permitted to sell items in the concession stand area under the stands and in the aisles in the stands. The Concessionaire will be required to make all service in paper cups or plastic of non-hazardous type in order to eliminate the hazard of broken glass in and around the stadium area. The use of glass bottles is prohibited. The Concessionaire shall not permit the removal of goods in glass bottles by customers from the place of sale. Concessionaire and the Executive Director of Athletics may mutually agree to sell plastic bottles from trailers as the need arises.

B. Only food and beverages sold by the Concessionaire will be allowed in the stadium. However, "tail gaiting" is allowed in the parking lot adjacent to the fence.

C. The Concessionaire will require Concessionaire's employees to maintain neat and clean appearances and wear distinctive jackets or uniforms while performing their duties in the operation of the concessions. The Concessionaire will be required to obey all applicable labor laws.

D. The Concessionaire will practice good housekeeping and at Concessionaire's own expense and continuously keep clean and sanitary the concession stands Concessionaire utilizes. The Concessionaire will obey all health and sanitary laws and regulations of the United States, State of Texas, Ector County, and the City of Odessa. The premises shall be kept free of all offensive smoke, odors, etc. After each performance, the Concessionaire shall promptly clean the premises Concessionaire uses and shall store all property Concessionaire utilizes in Concessionaire's operation.

E. The Concessionaire shall offer customers a reasonable selection of food and soft drinks of standard quality and quantity at reasonable prices. The price charged shall not be in excess of those charged in West Texas under similar circumstances.

F. The Concessionaire agrees to sell the District all food and soft drinks at sixty-five percent (65%) the usual prices as set out in paragraph D. All other sales will be at regular prices. Authorization to charge the District for any food or soft drinks will be at the sole discretion of the Executive Director of Athletics. These charges will be for bulk purchases only and for those authorized by the Executive Director of Athletics, P.O. Box 3912, Odessa, Texas 79760, for payment.

G. The Concessionaire will be limited to and shall not exceed electrical service demand of 150 amperes load in each of the concession stands at Ratliff Sports Complex.

REQUEST FOR APPROVAL OF ADDITIONAL 2020-2021 T-TESS APPRAISERS

Additional 2020-2021 T-TESS Appraisers will be presented for your consideration at the September 15, 2020 Board Meeting.

Last Name	First Name	Certification Status	Certification Year
Braziel smith	Angela	Certified	2020-2021
Bridges	Marsha	Certified	2020-2021
Caffey	Kimberly	Certified	2020-2021
Carter	Brandon	Certified	2020-2021
Granado	Janicelynn	Certified	2020-2021
Griffith	Shannon	Certified	2020-2021
Gutierrez	San Juana	Certified	2020-2021
Hernandez	Yvette	Certified	2020-2021
Jeffery	Ardrayda	Certified	2020-2021
Jenkins	Zealia	Certified	2020-2021
Jennische	Ryan	Certified	2020-2021
Lee	Regina	Certified	2020-2021
Lerma	Lina	Certified	2020-2021
Lopez Gomez	Claudia	Certified	2020-2021
Mahaffey	Sheryl	Certified	2020-2021
Martinez	Dora	Certified	2020-2021
Melendez	Laura	Certified	2020-2021
Mendoza	Joy	Certified	2020-2021
Miller	Karl	Certified	2020-2021
Moberly	Elisha	Certified	2020-2021
Nall	Kyrsten	Certified	2020-2021
Parris	Anthony	Certified	2020-2021
Pina	Angela	Certified	2020-2021
Ross	Kristin	Certified	2020-2021
Serrano	Maria	Certified	2020-2021
Workman	Jim	Certified	2020-2021

REQUEST FOR APPROVAL OF MEMORANDUM OF UNDERSTANDING BETWEEN ECISD AND EDUCATION FOUNDATION OF ODESSA, INC.

Presented for your consideration is the Memorandum of Understanding between ECISD and the Education Foundation of Odessa, Inc.

MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding, executed on _____ , 2020 between the **Ector County Independent School District,** a political subdivision of the state of Texas ("ECISD") and the **Ector County ISD Education Foundation, Inc.** (dba Education Foundation of Odessa), a 501 (c) (3) Texas nonprofit corporation ("Education Foundation").

ECISD and the Education Foundation hereby understand that:

1. the mission of the Education Foundation is to create opportunities for education in Ector County ISD. The vision is that every student in ECISD will be school-ready, college-ready, work-ready….WORLD-READY!;

2. when available, ECISD will utilize the resources provided by the Education Foundation to enhance education in its schools, and will support the Education Foundation's mission;

3. ECISD and the Education Foundation will collaborate together and use best efforts to support the other party; and

4. ECISD will provide the necessary and proper administrative support and office space for the Education Foundation to ensure that the Education Foundation's administrative operations are continuously effective.

5. Term: The initial term of the Agreement shall commence on the date of execution by each party, and shall continue from year to year until terminated as herein provided.

6. Termination: This Agreement may be terminated by a party, with or without cause, at any time by providing thirty (30) days prior written notice to the other party.

This Memorandum of Understanding is agreed upon by the Ector County Independent School District and the Education Foundation of Odessa, and evidenced below by the signature of each party's agent.

ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT

By: _____
Dr. Scott Muri, Superintendent

_____
Delma Abalos, Board President

EDUCATION FOUNDATION OF ODESSA, INC.

By: _____
Louis Gonzales, Board President

REQUEST FOR APPROVAL OF HEAD START VEHICLE SERVICE CONTRACT BETWEEN ECTOR COUNTY ISD AND GREATER OPPORTUNITIES OF THE PERMIAN BASIN, INC.

Ector County ISD has collaborated with Greater Opportunities of the Permian Basin, Inc. The Vehicle Service Contract defines the collaborative services for both organizations.

VEHICLE SERVICE CONTRACT

This agreement is made and entered into by and between the Ector County Independent School District, hereinafter referred to as "the District", and the Greater Opportunities of the Permian Basin, Inc., hereinafter referred to as "Head Start".

WITNESSETH:

WHEREAS, Head Start has a need for certain limited services; and,

WHEREAS, the parties agree that these services are capable of being provided by the District's transportation department and can be provided pursuant to the terms and conditions expressed herein; and,

WHEREAS, the considerations to be paid or provided and the public purposes to be accomplished are considered by the parties to be reasonable and fair considerations;

NOW, THEREFORE, KNOW ALL MEN BY THESE PRESENTS:

1. SERVICES

   The District's transportation department shall provide maintenance and repair services for Head Start's vehicles, as needed, for labor costs of $40.00 per hour plus the actual cost of any and all parts and supplies used.

2. FUELING

   Fueling of Head Start vehicles will be provided Head Start employees. Head Start vehicles shall be fueled between 5:00 a.m. and 6:00 pm Monday through Friday.

3. PARKING

   Parking for all Head Start vehicles will be provided by the District in such area as may be designated from time to time by the District. The fee to be paid for parking spaces shall be $10.00 per month per vehicle.

4. TOWING

   Towing of Head Start vehicles, if needed, will be provided within a 15-mile radius, on a per trip basis at the rate of $75.00 per trip. Towing in excess of the 15-mile radius will be provided at the rate of $75.00 per trip + $2.02 per mile for each mile in excess of the 15-mile radius.

5. BILLING & PAYMENT

The District will calculate the cost of provisions stated herein on a monthly basis and will bill Head Start accordingly. The District shall add a surcharge of 5% of all sums due as an overhead charge. Payment shall be due fifteen (15) days from the date of said bill.

6. INDEPENDENT CONTRACTOR

In performing services under this contract, the relationship between the District and Head Start is that of an independent contractor, and the District and Head Start, by execution of this contract, do not change the independent status of the District. No term or provision of this contract or act of the District in the performance of this contract shall be construed as making the District or its employees the agents, servants or employees of Head Start, nor shall any agent, servant or employee of Head Start be considered an employee, agent or servant of the District.

7. LIABILITY

Head Start agrees to hold harmless and indemnify the District, its Board members, agents, representatives, and other employees from and against any claims or causes of action for death or injury to persons or loss or damage to property arising out of this contract.

8. LIABILITY INSURANCE

Head Start agrees to provide the District with proof of liability insurance in a form and an amount satisfactory to the District with said insurance showing the District to be an additional named insured.

9. TERM/CANCELLATION

This agreement shall be for the period of September 1, 2020 to August 31, 2021. This contract may be canceled at any time by either party by the giving of a written 30-day notice to the other party.

10. PERFORMANCE OF CONTRACT

This contract and all of its terms and conditions are performable in Ector County, Texas, and should any disagreement arise to same all parties agree that venue for enforcement of any right of either party shall be in Ector County, Texas.

EXECUTED this the _____ day of _____, 2020 by District, signing by and through its Chief Operations Officer, duly authorized to execute same and by Head Start, acting through its duly authorized officials.

"DISTRICT"

Ector County Independent School District

By: _____

President of the BOARD OF TRUSTEES

"HEAD START"

Greater Opportunities of the Permian Basin, Inc.

By: _____

REQUEST FOR APPROVAL OF MEMORANDUM OF UNDERSTANDING BETWEEN ECTOR COUNTY ISD AND GREATER OPPORTUNITIES OF THE PERMIAN BASIN(GOPB), INC. HEAD START SCHOOL READINESS ACADEMY – PARENT POWER PROGRAM

The purpose of this Memorandum of Understanding is to identify teen fathers/mothers and address their needs and concerns, as well as engage and educate them.

This agreement will be in effect from September 2020 to May 2021 and will be reviewed on an annual basis.

It is recommended that the Board of Trustees approve the Memorandum of Understanding between Ector County ISD and Greater Opportunities of the Permian Basin, Inc. Head Start School Readiness Academy – Parent Power Program as presented.

Greater Opportunities of The Permian Basin Inc.
Head Start & Early Head Start
School Readiness Academy
P.O. Box 3922
Odessa, Texas 79760
Office (432) 337-1352
Fax (432) 333-3373

COMMUNITY PARTNERSHIP
BETWEEN ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT AND GOPB, INC. HEAD START/EARLY HEAD START SCHOOL READINESS ACADEMY

Head Start Revised Performance Standards 1302.53 – Community Partnerships

We believe (1) a child benefits most from a comprehensive, interdisciplinary program designed to meet the needs of the whole child, and (2) the child's entire family, and the community must be involved in meeting these needs if the program is to have a lasting impact upon the child's total development.

This letter is to confirm the Partnership between G.O.P.B., Inc. Head Start School Readiness Academy and the Ector County Independent School District to identify teen fathers/mothers and address their needs and concerns, as well as engage and educate them. As addressed in our Community Assessment, teen pregnancy is a growing concern in our communities, and by forming this partnership, we can assist young parents in obtaining some of the necessary skills to become involved, nurturing parents of their children.

The 13-week curriculum-based workshops known as "***Parent Power***" will be formatted into a 6-month program designed to provide support, guidance and resources for young fathers and mothers facing the challenges of being young parents. This 6-month program is designed for the high school-age fathers and mothers in the ECISD program. The goal of the program is to assist fathers gain the skills and confidence to be responsible for their own families. The goal of the facilitator is to encourage the young fathers and mothers to join the Parent Power Program as part of the ECISD'S Teen Fatherhood Initiative program. The Parent Power program provides meals, child care, materials and a graduation ceremony for those who complete the program. The facilitator will present the 13-week session program on campus at our Chaffin Head Start School Readiness Academy center at 1000 S. Grant on Tuesday evenings from 5:30 – 7:30 p.m. The "*Foundations of Fatherhood*" curriculum used in the program will cover the following topics:

Fatherhood Self-Assessment
My Anger – Friend or Foe?
My Child's Life – Part 2
Traditions, Culture & Identity
Fatherhood – The Next Level
Character of A Man
Dealing with Guilt & Shame
Improving Communication
Developing Your Support System
Influence of Character
My Child's Life – Part 1
Healthy Relationships

Another curriculum titled "*Making Parenting a Pleasure*" is also utilized in working with the young mothers and fathers, as well.

The Graduation/Recognition Ceremony for all Parent Power program graduates will take place in early March in Odessa. The exact date, time and place will be given to all graduates toward the end of the program.

This partnership will be reviewed and renewed on a yearly basis by both parties involved.

Catriva Webbs, Executive Director
GOPB, Inc.
Head Start/Early Head Start School Readiness Academy

8/21/2020
Date

ECISD Representative

Date

REQUEST FOR APPROVAL OF MEMORANDUM OF UNDERSTANDING BETWEEN ECTOR COUNTY ISD AND GREATER OPPORTUNITIES OF THE PERMIAN BASIN(GOPB), INC. HEAD START SCHOOL READINESS ACADEMY – CHILDREN WITH DISABILITIES

The purpose of this Memorandum of Understanding is to define the framework and provide guidance for effective collaboration of services to benefit young children from the ages of three to five years of age with disabilities and their families.

This agreement will be in effect from September 2020 to May 2021 and will be reviewed on an annual basis.

It is recommended that the Board of Trustees approve the Memorandum of Understanding between Ector County ISD and Greater Opportunities of the Permian Basin, Inc. Head Start School Readiness Academy- Children with Disabilities as presented.

MEMORANDUM OF UNDERSTANDING
BETWEEN
ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT
AND GOPB, Inc. HEAD START/EHS SCHOOL READINESS ACADEMY

Parties to the Agreement

This Agreement is between Ector County Independent School District and GOPB, Inc. Head Start/EHS School Readiness Academy. GOPB, Inc. Head Start/EHS School Readiness Academy and Ector County ISD agree to develop collaboration and cooperation with one another to maximize benefits of services to children with disabilities and their families through utilization of consultation and ongoing process of new ways to share resources, eliminate duplication and barriers. This Agreement documents the plans for shared working procedure.

Purpose of Agreement

A. The intent of this Agreement is to define the framework and provide guidance for effective collaboration of services to benefit young children with disabilities and their families. It is the commitment of these agencies to work together to assure coordination and continuum of services to children with disabilities from the ages of three to five years. All services will be provided in compliance with Federal mandates.

B. To improve availability and the quality of services for Ector County children age three through age five, and their families.

C. To promote further collaboration of services in a shared plan to efficiently identify, evaluate, and assist children and families with disabilities.

D. To define the roles and responsibilities of the named parties toward coordination and greater collaboration.

E. To ensure that all services are provided in accordance with the Federal mandates.

RECRUITMENT AND IDENTIFICATION

Objective: Identify potential children with disabilities to assure early intervention.

GOPB, Inc. Head Start/EHS School Readiness Academy Responsibilities:

- Recruit, enroll and serve eligible children ages 3-5 years.
- Provide 10% enrollment opportunities for children with disabilities.
- Provide the community and community agencies with information (flyers, brochures) describing the program.
- Actively recruit via public displays and presentations at community functions and seek referrals from the community and its agencies serving families and children with disabilities.

Ector County ISD Responsibilities

- Identify potential children with disabilities ages 3 to 5 in compliance with the Individuals with Disabilities Education Act (IDEA).
- Provide information to parents of children with disabilities regarding specific services for their children and family.
- Provide referrals to GOPB Head Start for children with suspected or verified disabilities.

SCREENING AND REFERRAL

Objective: Provide all children with comprehensive screenings in all areas of functioning to determine if further assessment is warranted.

GOPB, Inc. Head Start/EHS School Readiness Academy Responsibilities:

- Coordinate screening of all Head Start children according to Performance Standards and Program Policy and Procedures.

- Provide screening of all enrolled children addressing visual/motor; body awareness; hearing and dental, by use of Health, (ASQ 3, ASQ-SE, Articulation Screener, and TS Gold Checkpoint).

- Share with parent/guardian the screening information and screening results.

- Based on the Head Start Speech and Language Screening instrument, Head Start will consult with EC ISD SLP to provide classroom strategies to be implemented by the teacher for 4-6 weeks until re-screening takes place.

- Notify the parents of any screenings that suggest a need for further re-screening.

- Make referrals to Ector County ISD in a timely manner to comply with Child find.

Ector County ISD Responsibilities:

- Review all screening information when receiving referrals from Head Start.

- Follow up on failed screenings by consulting with Head Start Disabilities/Mental Health Manager and begin the referral process and follow up on students receiving intensive classroom interventions (4-6 weeks) to determine the need for re-screening.

EVALUATION

GOPB, Inc Head Start/EHS School Readiness Academy Responsibilities:

- Once the referral is accepted and under the direction of EC ISD staff the Disabilities/Mental Health Manager will schedule a parent conference to obtain parental consent and explain parental rights.

- Ensure that follow-through of referral packet is completed and submitted to the Ector County ISD Special Education Department.

- Participate in the evaluation process by providing supporting information from home visit, teacher information and teacher observation reports.

Ector County ISD Responsibilities:

- Notify Head Start staff on the status and outcome of the evaluation and results of testing and assessments provided by Ector County ISD within 45 days

- Ensure that the evaluation personnel prepare a written report of the results of the evaluation and verifies that the child's disability meets all the requirements of the Individuals with Disabilities Education Act. (IDEA).

INDIVIDUAL EDUCATION PLAN

Objective: Determine the most appropriate Individual Education Program (IEP).

GOPB, Inc. Head Start/EHS School Readiness Responsibilities:

- Participate in the IEP process for children enrolled in the Head Start Program.
- Implement IEP goals and objectives into the Head Start Lesson Plan.
- Disabilities/Mental Health Manager will communicate with parents and appropriate Head Start staff regarding ARD meeting dates and participation.
- All IEP's are kept confidential and locked.

Ector County ISD Responsibilities:

- Facilitate the development and review of IEP.
- Notify Disabilities Manager of ARD meeting for each enrolled child with verified disabilities.
- Provide a copy of the IEP and evaluation report to Head Start staff.
- ARD committee will meet at least once a year to review the child's IEP.
- Provide services according to date on IEP.

SERVICES

Objective: Provide appropriate services in the least restrictive environment.

GOPB, Inc. Head Start/EHS School Readiness Responsibilities:

- Assure that teaching staff have appropriate training.
- Access and share resources of other community agencies for children with disabilities as determined in the IEP.
- Accommodations will be made at each Head Start site for virtual therapy.

Ector County ISD Responsibilities:

- Provide special education and related services based on the IEP in the least restrictive environment.
- Provide services as outlined in the Individuals with Disabilities Education Act (IDEA).
- Services will be provided by virtual therapy.

TRANSITION

Objective: Ensure a system exists between GOPB, Inc. Head Start School Readiness Academy and Ector County ISD to transfer information about children who will transition from Head Start to Ector County ISD.

GOPB, Inc. Head Start/EHS School Readiness Academy Responsibilities:

- Arrange meeting between Head Start staff and Ector County ISD staff.
- The Disabilities/Mental Health Manager will notify the public school of child's planned enrollment prior to date of enrollment so that services will continue as soon as possible.
- Transfer transition packets with any pertinent records that would facilitate the transition.

Ector County ISD Responsibilities:

- Collaborate with the Head Start staff for a transition into public school.
- Provide transition information to parents and Head Start staff at the annual ARD meeting prior to enrollment in the kindergarten program.

TRAINING AND RESOURCE

Objective: Ensure maximum benefits for services to children and families are reached through utilization of existing resources and training.

GOPB, Inc. Head Start/EHS School Readiness Academy Responsibilities:

- Invite Ector County ISD staff to participate in agency in-service training when applicable.
- Share resources and equipment as need arises as documented in the IEP.
- Invite Ector County ISD for visits to Head Start Program Sites.

Ector County ISD Responsibilities:

- Invite Head Start staff to participate in Ector County ISD in-service training when applicable.
- Share resources and equipment as need arises as documented in the IEP.
- Invite Head Start staff to visit future kindergarten sites.

CONFIDENTIALITY

All acknowledge confidentiality requirements that each agency must follow regarding the sharing and release of information, with the consent of families, of personally identifiable information regarding children and families. Each agency will protect the rights of young children with respect to records and reports created, mainlined, and used by the public agencies. It s the intent of this Agreement to ensure that parents have rights of access and rights of privacy with respect to such reports and records, and that applicable State and Federal laws for exercise of these rights be strictly followed. Both agencies will adhere to the Family Educational Rights and Privacy Act (FERPA) and will ensure that agency policies and procedures are followed to safeguard the confidentiality of parents and children. In addition, both agencies will obtain written consent from parents before releasing any information.

PROGRAM CONTACTS

GOPB, Inc. Head Start/EHS School Readiness Academy

Executive Head Start Director:
Mrs. Catriva Webbs
206 W. 5th
Odessa, Texas 79760
(432)337-1352

Contact Person:
Ms. Melba Dominguez
Disabilities/Mental Health Manager
(432)337-1352 Ext 219

Ector County ISD
Executive Director
Special Education:
Mrs. Leslie Wilson
P.O. Box 3912
Odessa, Texas 79760
(432)456-8719

Contact Persons:

Mrs. Tisa Hawkins
SPED Coordinator
(432)456-5129

TERMS OF AGREEMENT

The Agreement will become effective immediately after being signed and dated by all parties. By signing the Agreement each agency agrees to the terms.

Ector County ISD Date
SUPERINTENDENT

Ector County ISD Date
SPECIAL EDUCATION DIRECTOR

8/25/2020
EXECUTIVE DIRECTOR Date
GOPB, Inc. Head Start/EHS School
Readiness Academy

Mella Dominguez 8/25/20
DISABILITY/MENTAL HEALTH MANAGER
GOPB, Inc. Head Start/EHS School
Readiness Academy

Arbor Terrace Head Start School Readiness Academy
Mrs. Tonya Pyles
Center Manager/Education Specialist
432-335-0539

Booth Head Start School Readiness Academy
Mr. Bill Shipman
Center Manager/Education Specialist
432-381-0108

Chaffin Head Start School Readiness Academy
Mrs. Debra Collins
Center Manager/Education Specialist
432-337-4414

Eleventh Street Head Start School Readiness Academy
Mrs. Robin Reeves
Center Manager/Education Specialist
432-332-8786

Hollingsworth Head Start School Readiness Academy
Mrs. Glenda Smith
Center Manager/Education Specialist
432-332-9021

Whitiker Head Start School Readiness Academy
Ms. Cindy Calhoun
Center Manager/Education Specialist
432-335-9335

REQUEST FOR APPROVAL OF MEMORANDUM OF UNDERSTANDING BETWEEN ECTOR COUNTY ISD AND GREATER OPPORTUNITIES OF THE PERMIAN BASIN(GOPB), INC. HEAD START SCHOOL READINESS ACADEMY - TRANSITION

The purpose of this Memorandum of Understanding is to establish a partnership to ensure a smooth transition between the Head Start setting and the public school setting.

This agreement will be in effect from September 2020 to May 2021 and will be reviewed on an annual basis.

It is recommended that the Board of Trustees approve the Memorandum of Understanding between Ector County ISD and Greater Opportunities of the Permian Basin, Inc. Head Start School Readiness Academy- Transition as presented.

Greater Opportunities of the Permian Basin Inc.
Head Start & Early Head Start
School Readiness Academy
P.O. Box 3922
Odessa, Texas 79760
Office (432) 337-1352
Fax (432) 333-3373

MEMORANDUM OF UNDERSTANDING BETWEEN

INDEPENDENT SCHOOL DISTRICT AND
GOPB, INC. HEAD START SCHOOL READINESS ACADEMY

This agreement is between Ector County Independent School District and the Greater Opportunities of the Permian Basin, Inc. Head Start School Readiness Academy. This agreement will be in effect from September 2020 to May 2021 and will be reviewed on an annual basis.

I. **PURPOSE OF INTERAGENCY AGREEMENT:**

The purpose of this agreement is to establish a partnership between Ector County Independent School District and GOPB, Inc. Head Start School Readiness Academy regarding children transitioning from GOPB to the public school.

It is the intent of this agreement to:

A. Define services to be provided by each agency.
B. To ensure a smooth transition between the Head Start setting and the public school setting.
C. Ensure that each agency assumes the responsibilities and by doing so, ensure available resources are utilized in the most effective manner.
D. Ensure that the cooperative arrangements between Ector County Independent School District and Head Start are developed, implemented and reviewed at least annually.

II. ITEMS OF COLLABORATION:

Independent School District will:

A. Provide necessary information to enhance a smooth transition.
B. Provide available data to GOPB, Inc. Head Start Transition Manager for tracking Head Start children.
C. Participate in the transition activities.
D. Abide by the confidentiality rules of the state and federal government.

GOPB, Inc. Head Start School Readiness Academy will:

A. Follow procedures for transferring student records to Ector County Independent School District procedures are as follows:

1. Parent signs consent forms.
2. Forms and letters are completed and placed in folder.
3. Teachers prepare student's folders; the parent takes it to the next school setting.

B. Abide by the confidentiality rules of the state and federal government.

III. TRANSITION ACTIVITIES:

Independent School District will:

A. Provide parents the opportunity to attend trainings and speakers.
B. Invite parents and children to local schools and introduce children to the teachers.

GOPB, Inc. Head Start School Readiness Academy will:

A. Prepare children and their parents for transitioning into public school system.
B. Schedule a transition training for Head Start parents.
C. Invite personnel of the Ector County Independent School District to visit Head Start Sites.

This Memorandum of Understanding will be reviewed on an annual basis or as needed.

8/25/2020

Greater Opportunities of the Permian Basin, Inc.
Head Start School Readiness Academy
Mrs. Catriva Webbs, Executive Director

_____

Independent School District
ISD Superintendent

Request for Approval of Extracurricular Status of 4-H Organization Resolution

The State Board of Education passed an amendment that allows public school students to be considered “in attendance” when participating in approved off-campus activities with an adjunct staff member of the school district.

This amendment provides local school boards the opportunity to recognize County Extension Agents as adjunct staff members and to count students participating in 4-H/Extension educational activities in attendance for Foundation School Program purposes.

The 4-H members of Ector County respectfully request that the 4-H organization by the attached resolution, be sanctioned as an extracurricular activity.

TEXAS A&M AGRILIFE EXTENSION

August 21, 2020

Texas A&M AgriLife Extension Service – Ector County
1010 E 8th Street
Odessa, TX 79761-4634

Ector County Independent School District (ECISD)

Dear Dr. Scott Muri,

On behalf of the 4-H members of Ector County, we hereby respectfully request the following for the ***2020-21*** school year:

- That the 4-H organization be sanctioned as an extracurricular activity
- That we, as county Extension agents, are granted adjunct faculty staff member status

The enclosed Resolution regarding Extracurricular Status of the 4-H Organization and Adjunct Faculty Agreement should be presented for consideration at the next scheduled meeting of the Board of Trustees. We further request that questions regarding this request be directed to us in a timely manner so that we may prepare and present an appropriate response so as not to delay action. Please return a signed copy of the resolution and adjunct faculty agreement for our files.

Thank you and members of the Board of Trustees for your consideration of this request.

Sincerely,

Steven B. Paz
County Extension Agent – Ector/Midland
4-H and Youth Development
4-H Coordinator
County Coordinator

Enclosure: Resolution Regarding Extracurricular Status of 4-H Organization

Far West District 6
Texas A&M AgriLife Extension Service
1618 Airport Drive | Fort Stockton, Texas 79735

Tel. 432.336.8585 | Fax. 432.336.3813 | FtStockton.tamu.edu

Educational programs of the Texas A&M AgriLife Extension Service are open to all people without regard to race, color, sex, disability, religion, age, or national origin.
The Texas A&M University System, U.S. Department of Agriculture, and the County Commissioners Courts of Texas Cooperating

ADJUNCT FACULTY AGREEMENT
THE STATE OF TEXAS: COUNTY OF ECTOR

On this date, at a regularly scheduled and posted meeting, came the Board of Trustees of the Ector County Independent School District, hereinafter referred to as "School District." A quorum having been established; the Board proceeded to consider the appointment of the herein named individual as an adjunct faculty member of the School District.

The following faculty members are eligible for participation in the Teacher Retirement System of Texas and have a minimum of a bachelor's degree.

Name: Steven Paz Title: CEA-4-H Degree: B.S./M.S. Ag. Economics Date: 1990/1991 Institution: Texas Tech

Name: Abigail Pritchard Title: CEA-FCH Degree: B.S. Home Economics Date: 1976 Institution: Texas Women's Univ.

Name: Kira Swensen Title: CEA-FCH Degree: B.S. Health Science Date: 2019 Institution: Utah State University

Name: Jeanette Castanon Title: CEA-HORT Degree: B.S Ag. Biology Date: 2019 Institution: New Mexico State Univ.

Name: Christy Curran Title: CEA-BLT Degree: B.S/M.S. Well. & Nutrition Date: 2018 Institution: Univ. of Kentucky

Upon consideration and vote of _____ in favor, the above listed individual(s) is/are hereby named as an adjunct faculty member of the School District subject to the following considerations and provisions of such appointment to wit:

1. This appointment shall commence on the _____ day of _____, 20_____ and end on the _____ day of _____, 20_____, being the end of the current academic year.
2. Adjunct faculty member will receive no compensation, salary, or remuneration from the School District.
3. Adjunct faculty member is and shall remain an employee, in good standing, of the Texas A&M AgriLife Extension Service.
4. Adjunct faculty member shall be under the direct supervision of the District Extension Administrator of District 6.
5. Adjunct faculty member(s) shall receive all group insurance benefits, workman's compensation insurance benefits, unemployment insurance, and any and all other plans for the benefit of Texas A&M AgriLife Extension Service employees. The School District shall have no responsibility for any of such benefits or plans.

Adjunct faculty member shall direct the activities and participation of students of the School District in sponsored and approved activities as designated from time to time by adjunct faculty members for which notice shall be given to School District administrative personnel. Adjunct faculty members' activities and participation with students of the School District are directed, supervised, and controlled by and through supervisory personnel of Texas A&M AgriLife Extension Service pursuant to the supervisory authority of the District Extension Administrator. Adjunct faculty member is not the employee of the School District, and School District does not nor shall not supervise, direct or control the activities and/or participation of such County Extension Agent(s) who have/has been herein designated as an adjunct faculty member.

This appointment is made by the School District by and through the Board of Trustees of said district for the benefit of allowing voluntary student participation in programs conducted by the Texas A&M AgriLife Extension Service in recognition of the educational benefits arising from such participation and activities and/or directed by the Texas A&M AgriLife Extension Service. This appointment is made in accordance with the provisions of Section 129.21(j)(1) of the Texas Administrative Code authorizing the school to deem such participating students in attendance for foundation school program purposes.

This appointment of the herein named County Extension Agent(s) Steven Paz, Abigail Pritchard, Kira Swensen, Jeanette Castanon, and Christy Curran is/are not intended nor shall be construed as a waiver of any claim or defense of sovereign or governmental immunity from liability now possessed by the School District or any of its employees, agents, officers, and/or board members in the performance of governmental functions.

Adjunct Faculty Appointment Accepted By:

_____ Signed this _____ day of _____, 20_____.
Member of the School District Board

_____ Signed this _____ day of _____, 20_____.
Superintendent

REQUEST FOR APPROVAL OF PUBLIC SCHOOL DISTRICT AND OPEN-ENROLLMENT CHARTER SCHOOL AGREEMENT 2020-2021 BETWEEN ECTOR COUNTY ISD AND TEXAS VIRTUAL SCHOOL NETWORK

The TXVSN, created by the 80th Texas Legislature in 2007, provides teacher-led, highly interactive electronic (online) courses for students across the state that have been approved by the Texas Education Agency (TEA). The purpose of this agreement is to provide guidelines necessary for participation in the TXVSN statewide course catalog. This agreement requires annual signatures from the public school district superintendent and the designated TXVSN District Administrator.

It is recommended that the Board of Trustees approve the Public School District and Open-Enrollment Charter School Agreement 2020-2021 between Ector County ISD and Texas Virtual School Network as presented.

Statewide Course Catalog

Public School District and Open-Enrollment Charter School Agreement

2020-2021

Note: The following agreement contains language reflective of current Texas Virtual School Network (TXVSN) processes and operations. The Texas Education Agency (TEA) will notify receiver districts of any changes to processes, operations, etc. as needed and will invite course provider feedback.

The TXVSN, created by the 80th Texas Legislature in 2007, provides teacher-led, highly interactive electronic (online) courses that have been approved by the Texas Education Agency (TEA) to Texas students and schools. The following terms of agreement provide guidelines necessary for participation in the TXVSN statewide course catalog. This agreement requires an annual signature from the public school district or charter school superintendent and designation by the superintendent of a TXVSN District Administrator. The parties to this agreement are TXVSN central operations and the TXVSN receiver district whose official representative's name and authorized signature appear below. Please read the agreement in its entirety before signing.

Definitions

1. State virtual school network, Texas Virtual School Network, network, and TXVSN mean the state-led online learning initiative established under TEC, Chapter 30A. The TXVSN is comprised of two components, the supplemental statewide course catalog and the full-time virtual online schools program. Authorized by the TEC Chapter 30A, the TXVSN is a partnership network administered by the TEA in coordination with regional education service centers (ESCs), Texas public school districts and charter schools, non-profit entities, private entities, corporations, and institutions of higher education as defined by 20 U.S.C. Section 1001.
2. TXVSN course provider (or course provider) is an entity that meets eligibility requirements and provides an electronic course through the TXVSN.
3. An electronic (online) course is an educational course in which instruction and content are delivered primarily over the internet, a student and teacher are in different locations for a majority of the student's instructional period, most instructional activities take place in an online environment, the online instructional activities are integral to the academic program, extensive communication between a student and a teacher and among students is emphasized, and a student is not required to be located on the physical premises of a school district or charter school. An electronic course is the equivalent of what would typically be taught in one semester. For example: English IA is treated as a single electronic course and English IB is treated as a single electronic course.
4. TXVSN central operations refers to TEA and other designated staff charged with carrying out the day-to-day operations of the TXVSN, including the centralized student registration system, statewide course catalog listings, and other administrative and reporting functions.
5. TXVSN course review refers to the submission and review process that ensures courses provided through the TXVSN meet standards adopted by the State Board of Education and commissioner of education per TEC, Chapter 30A.
6. The TXVSN statewide course catalog is a supplemental online high school instructional program available through approved TXVSN course providers.
7. TXVSN receiver district (or receiver district) is a Texas public school district or open-enrollment charter school that has one or more students enrolled in the district or charter school who take one or more online courses provided through the TXVSN statewide course catalog.
8. Course and enrollment types:
    a. Accelerated courses are scheduled for less than 10 weeks in duration.
    b. Semester-paced courses follow a traditional semester schedule of 10 or more weeks in duration.
    c. Continuous enrollment courses have a flexible instructional start and end date.
    d. Non-continuous enrollment courses have a fixed instructional start and end date.

9. Successful course completion is the term that applies when a student taking a high school course has demonstrated academic proficiency of the content for a high school course and has earned a minimum passing grade of 70 percent or above on a 100-point scale based upon the essential knowledge and skills for the course, as assigned by the properly credentialed online teacher(s), sufficient to earn credit for the course.
10. A responsible adult is the person designated by the school district or open-enrollment charter school who is 21 or older and is not a relative of a student. An examination proctor must be a responsible adult.
11. A course examination is an assessment that measures students' mastery of 50 percent or more of the entire course knowledge, skills, and student expectations.
12. School days, for the purposes of calculating the TXVSN course drop period, follow the schedule determined by TXVSN central operations.
13. Course cost is the per student fee that TXVSN course providers charge to deliver an instructor-led online course provided through the TXVSN statewide course catalog to students. Each TXVSN course provider must publish its course cost in the TXVSN catalog, including bulk pricing. Per TEC, §30A.155, course cost may not exceed $400 dollars per semester course.
14. Normal course load for a student is defined by the Texas Attorney General as seven credit hours per school year (i.e., seven courses per semester).

TXVSN receiver district shall implement legal requirements by:

1. notifying students and parents of the option to enroll in an electronic course offered through the TXVSN at the time and in the manner that the school district or open-enrollment charter school informs students and parents about courses offered in the district's or school's traditional classroom setting;
2. adopting and sending, at least once per school year, to a parent of each district or school student enrolled at the middle and high school level a copy of the written policy adopted under TEC, §30A.007 that provides students with the opportunity to enroll in electronic courses provided through the TXVSN, consistent with TEC §26.0031. This policy must:
    a. specify how parents and students are to be notified of the option to enroll in courses offered through the TXVSN;
    b. not deny the request of a parent to enroll a student in a course offered through the TXVSN, other than as allowed by exceptions specified in TEC §26.0031; and
    c. ensure that the Admission, Review, and Dismissal committee of a student with a disability determines if enrollment in a TXVSN course(s) meets the student's needs.
3. following attendance accounting procedures for TXVSN courses based on criteria established by TEC, Chapter30A and described in the most current version of the TEA's annual Student Attendance Accounting Handbook.
4. confirming student eligibility to enroll in a course provided through the TXVSN based on the following criteria:
    a. the student, on September 1 of the school year;
        i. is younger than 21 years of age; or
        ii. is younger than 26 years of age and entitled to the benefits of the Foundation School Program (FSP) under the TEC, §42.003;
    b. the student has not graduated from high school; **and**
    c. the student
        i. is otherwise eligible to enroll in a public school in this state; or
        ii. meets the following requirements:
            1. is a dependent of a member of the United States military;
            2. was previously enrolled in high school in this state; and
            3. no longer resides in this state as a result of a military deployment or transfer.

5. understanding that if an eligible student participates in a course offered through the TXVSN, meets the requirements for enrollment, and is enrolled in the Texas school district or charter school, the student is eligible to generate FSP funding in the same manner as a student who receives instruction in a traditional classroom. A student is eligible to generate FSP funding for participation in a TXVSN course or program regardless of whether the student is physically present at school while participating in the course or program.
6. recognizing that for a TXVSN course for grades 9-12 to count toward Average Daily Attendance (ADA) eligibility status, the student must successfully complete the course.
7. understanding that a total of no more than three semester courses taken through the TXVSN statewide course catalog during any one semester may be used in determining a student's ADA eligibility, except for a student who lacks eight or fewer credits to meet his or her graduation plan, per the specifications in TEA's current annual Student Attendance Accounting Handbook.
8. recognizing that it may decline to pay the cost for a student of more than three courses during any semester, although this does not limit the ability of the student to enroll in additional electronic courses at the student's expense.
9. recognizing that full-time enrollment in the TXVSN means enrollment in four or more TXVSN courses for grades 9-12 and confirming the eligibility of the student to enroll full-time in courses offered through the TXVSN. A student enrolled in a TXVSN receiver district is eligible to enroll full time in courses offered through the TXVSN statewide course catalog only if the student meets the eligibility requirements in 4(a) - (c)(i) and meets one of the following three criteria:
    a. was enrolled in a public school in this state in the preceding school year;
    b. is a dependent of a member of the United States military who has been deployed or transferred to this state and was enrolled in a publicly funded school outside of this state in the preceding school year;
    c. has been placed in substitute care in this state, regardless of whether the student was enrolled in a public school in this state in the preceding school year; **or**
    d. is a dependent of a member of the United States military; and
        i. was previously enrolled in high school in this state; and
        ii. no longer resides in this state as a result of a military deployment or transfer.
10. establishing local procedures for students who reside within the district or open-enrollment charter school's attendance zone and are *eligible* to enroll but are *not* enrolled in a school district or charter school ("un-enrolled students") to register for up to two electronic courses per semester offered through the TXVSN statewide course catalog. The un-enrolled student (e.g., private school or home school student) is not eligible to generate FSP. The district or charter school shall charge the course cost published in the TXVSN course catalog for enrollment in an electronic course provided through the TXVSN statewide course catalog to the student. Un-enrolled students will be assigned to the receiver district's campus in the TXVSN system for purposes of TXVSN reporting and invoicing only. Procedures must:
    a. address collection of the course cost from the student by the district or charter school and timely payment for the course per the invoicing process identified by TXVSN central operations;
    b. address award of the appropriate unit of credit to the student for completing the course;
    c. note that the un-enrolled student is not considered to be a public school student and is not entitled to any right, privilege, activities, or services available to a student enrolled in a public school, other than the right to receive the appropriate unit of credit for completing an electronic course;
    d. communicate whether a nominal administrative fee, not to exceed $50, will be assessed to the un-enrolled student by the district or charter school (TEC §30A.155); and
    e. ensure that the semester course cost does not exceed $400.

The TXVSN receiver district shall plan and implement participation in the TXVSN statewide course catalog by

11. designating staff to fulfill the following TXVSN roles:
    a. the District Administrator is the primary contact with TXVSN central operations for all compliance and financial communications as well as for access to TXVSN systems for district-wide student records and reporting;
    b. the TXVSN Site Coordinator(s) enrolls students in TXVSN courses; receives grade reports from course instructors; proctors or arranges examination proctors; mentors, monitors, and supports students taking courses or supervises persons assigned to mentor, monitor, and support students; and, serves as a primary contact for the online course instructor; and

c. A mentor is a responsible adult who is assigned to mentor, monitor, and support all students to ensure satisfactory progress is made in the course.

12. abiding by the enrollment schedule and any published priorities, enrollment and drop dates, and processes established by TXVSN central operations.
13. supplying TXVSN central operations with a current listing of campus principals and notifying the principals that they are required to confirm the registration of TXVSN Site Coordinator(s) on their campus.

The TXVSN receiver district shall use TXVSN systems to:

14. select the course that best meets students' needs by reviewing the course catalog descriptions and TXVSN course provider data published in the TXVSN course catalog.
15. notify TXVSN central operations of all course drops by the deadlines established by TXVSN central operations using the MyTXVSN secure workspace.
16. monitor key dates for students to drop high school courses according to the following drop periods:
    a. For a non-continuous enrollment course, a 14-school-day drop period after instructional start date;
    b. For a continuous enrollment course, a 14-school-day drop period after instructional start date or after student's enrollment date if student joins the course after the instructional start date; and
    c. For an accelerated course, a four-school-day drop period after the instructional start date.
17. follow appropriate **dual enrollment** procedures for a dual credit course, including:
    a. **registering the student in TXVSN** using the MyTXVSN system;
    b. **enrolling the student into the TXVSN course**;
    c. applying to **and also enrolling the student in the selected institution of higher education** offering the dual credit course through the TXVSN;
    d. adhering to the selected higher education institution's enrollment and drop schedule; and
    e. implementing dual credit rules as established by the TEA and the Texas Higher Education Coordinating Board. The Texas Administrative Code (TAC), §4.84 and §9.144, requires that any dual credit partnership between a secondary school and a public college include a written agreement approved by the governing boards or designated authorities of both institutions. The agreement between the secondary school and a public college must comply with the TXVSN agreement for courses provided through the TXVSN. This TXVSN agreement does not replace the agreement between the institution of higher education and the secondary school.

The receiver district shall support students enrolled in TXVSN statewide catalog courses by:

18. ensuring that the TXVSN Site Coordinator(s) and mentor(s) communicate regularly with course instructors and with students to monitor students' progress throughout the course and support their successful course completion.
19. accepting the final grade awarded by the TXVSN course provider for students still enrolled in a TXVSN course after the drop period has passed and applying local grading policy and weights as appropriate.
20. retaining responsibility for providing student services, including bilingual/ESL education, special education, hospital/ homebound services, migrant education, §504, or other support services. It is the responsibility of the receiver district to communicate a student's need for modifications or accommodations well in advance of the course start date.
21. providing technical support to students when the school's software and hardware are used to access courses.
22. providing students with required materials such as textbooks, calculators, or lab materials for the selected course if not included by the course provider. Required materials are noted in the course detail description of each course.
23. ensuring that an adult who is 21 or older monitors the student during laboratory and field investigations and physical activity in physical education courses.

The receiver district shall apply the most current attendance accounting rules established by the TEA.

Important PEIMS Reporting Information: The receiver district shall ensure that student enrollment in each TXVSN catalog course is reported per PEIMS Code Table C182 using the Non-Campus Based Instructional Code “05”.

The following examples of attendance accounting rules for students who are enrolled in the receiver district are taken from the Student Attendance Accounting Handbook:

24. Enrollment in courses for grades 9-12 taken through the TXVSN may apply toward ADA eligibility status. For a TXVSN course for grades 9-12 to count toward ADA eligibility status, the student must successfully complete the course regardless of whether or not the student is physically present at the school when taking the online course.
25. For purposes of determining and reporting the ADA eligibility code of a student enrolled in one or more TXVSN courses for grades 9-12 (i.e., for purposes of determining whether the student is eligible for half-day or full-day attendance), the student is considered to be scheduled for and receiving instruction for 60 minutes each day for each virtual course taken through the TXVSN. In other words, each TXVSN course is considered to be 60 minutes of daily instructional time for purposes of the 2- through 4-hour rule. (See 3.2.2 Funding Eligibility for more information on ADA eligibility.)
26. A total of no ore than three semester courses taken through the TXVSN statewide course catalog may be used in determining a student's ADA eligibility for any one semester with a maximum of six total semester courses in a school year. (An exception applies to a student who lacks up to eight semester courses to meet his or her graduation plan, is in the final semester of the school year, and did not generate FSP funding in the first semester of that school year. That student may earn funding for a maximum of six semester courses through the TXVSN course catalog in the second semester of the school year. (See 12.2.2.1 for more information.)
27. For purposes of recording a student's daily attendance, a student enrolled full time in TXVSN courses for grades 9-12 (enrolled in a minimum of four TXVSN courses) is considered to have been present (in attendance) for each day of instruction in the reporting period.
28. The daily attendance of a student who is not enrolled full time in TXVSN courses for grades 9-12 is determined by whether that student was present or absent at the official attendance-taking time, or, if the student is not scheduled to be on campus at the official attendance-taking time, whether the student was present or absent at the alternate attendance-taking time set for that student.
29 The TEA determines a student's ultimate ADA eligibility status for a semester based on whether the student successfully completed each TXVSN online semester course in which the student was enrolled, using course completion data reported by the district. If the student did not successfully complete a TXVSN course, the TEA adjusts the student's ADA eligibility status accordingly. Resulting adjustments to the district's FSP funding are made in the following school year.

The receiver district shall agree and adhere to the following financial policy:

30. A school district or open-enrollment charter school may charge a fee for enrollment in an electronic course provided through the TXVSN statewide course catalog to a student who resides in this state and: (1) is enrolled in a school district or open-enrollment charter school as a full-time student with a course load greater than that normally taken* by students in the equivalent grade level in other school districts or open-enrollment charter schools; elects to enroll in an electronic course provided through the network for which the school district or open-enrollment charter school in which the student is enrolled as a full-time student declines to pay the cost, as authorized by TEC §26.0031(c-1); or enrolls in a TXVSN course during the summer. (*A normal course load is defined by the Attorney General as seven credit hours per school year (i.e., seven courses per semester.)
31. A school district or open-enrollment charter school that is not the course provider may charge a student enrolled in the district or school a nominal fee, not to exceed $50, if the student enrolls in an electronic course provided through the TXVSN that exceeds the course load normally taken* by students in the equivalent grade level as authorized by TEC §30A.155 (c-1). (*A normal course load is defined by the Attorney General as seven credit hours per school year (i.e., seven courses per semester.)
32. The receiver district is responsible for making timely payment of 100% percent of the course cost for each student remaining in the course after the designated drop period and successfully completing coursework. It is responsible for timely payment of 70% of course cost for each student remaining in the course after the designated drop period, including students who were withdrawn after the designated drop period or did not successfully complete the coursework.
33. The receiver district will receive an invoice at the end of each semester based on the conditions noted above for each course provider in which the district had one or more student enrollment(s), including a student who transfers from the receiver district to another educational setting after beginning enrollment in a TXVSN course .
34. The receiver district will address any fee or invoice disputes through the process identified by TXVSN central operations.

A TXVSN course provider shall:

1. implement the TXVSN Course Provider Agreement.
2. provide access to courses as articulated in the TXVSN course catalog.
3. provide high school instructors who are Texas-certified in the course subject area and grade level (TEC Chapter 21, Subchapter B). Higher education institution instructors are subject to credentialing requirements of the higher education institution and may or may not have K-12 certifications.
4. provide online instructors who have successfully completed TXVSN-approved professional development (TEC §30A.112) or otherwise meet the requirements of the TXVSN Professional Development Policy.
5. retain records of background checks and fingerprinting for contract, substitute, or online instructors as articulated in TEC, §22.0834(a) and §22.0836(h).
6. provide student progress reports and award a final grade in numeric format in accordance with the guidelines established by TXVSN central operations.
7. supply the district, school, and students with access to its acceptable use policy, course schedule, and other policies and procedures.
8. not promise or provide equipment or any other thing of value to a student or a student's parent as an inducement for the student to enroll in an electronic course offered through the state virtual school network (TEC §30A.1052).

The TXVSN central operations shall:

1. ensure that all courses included in the TXVSN statewide course catalog are reviewed to ensure alignment with the Texas Essential Knowledge and Skills (TEKS) and other quality standards, per the requirements established in TEC, Chapter 30A.
2. publish the TXVSN course catalog, including courses, sections, and seats.
3. provide security for all TXVSN online data, information, and transactions.
4. provide the MyTXVSN secure workspace for reconciliation of student registration/enrollment data and use as the TXVSN communication center.
5. act as liaison between the receiver district and TXVSN course provider as appropriate.
6. make informed choice data on courses and TXVSN course providers available on www.txvsn.org.
7. collect and publish student and parent satisfaction data (TEC §30A.1021, as well as TXVSN course provider success data) on a routine basis.
8. staff a TXVSN Help Desk.
9. provide equal access to and support for each TXVSN course provider's courses.

All parties agree to the following:

1. No party assumes liability for systems under the control of the other party or for actions of the employees of the other party.
2. No party has agreed to waive defense, right, immunity, or other protection under the law.
3. Except as otherwise provided in the Preamble above and in the Term of Agreement below, this agreement may not be amended or modified except by written agreement signed by both parties. This agreement supersedes all prior written or verbal representations or agreements concerning the subject matter of this agreement. TXVSN central operations may add additional requirements in order to provide economical, efficient and quality services to Texas students. Any such requirements shall be an amendment to this agreement, and notice thereof shall be given by TEA to each receiver district on a timely basis.
4. No person(s) shall, on the basis of race, color, national origin, sex, religion, age or disability, be excluded from participating in the TXVSN, be denied the benefits of the TXVSN, or be otherwise subjected to discrimination.
5. No otherwise eligible student shall, solely by reason of disability, be excluded from participation in courses offered through the TXVSN.
6. All notices required in this agreement shall be in writing unless otherwise specified.
7. TEA may exercise all or any remedies available to it under law to enforce the provisions of this agreement.

8. This agreement shall be interpreted according to the laws of the State of Texas. Exclusive venue for any disputes concerning the agreement shall be Travis County, Texas.
9. The persons signing this agreement are authorized by their respective entities to bind the entities to this agreement.

Term of Agreement

1. The term of this agreement is one year, beginning on the date both parties have signed same below. The agreement will be automatically renewed from year to year for additional one-year terms unless either party gives notice to the other party at least 30 days before the end of the term that such party intends to terminate the agreement at the end of the term. The obligations of the receiver district shall continue and termination shall not be effective until all students enrolled in any courses at the time notice of termination is given have completed the course and all final course grades have been received. No students may be enrolled in any new courses through TXVSN once notice of intent to terminate has been given.
2. TEA may end this agreement without penalty if legislative authorization to offer an online course through the TXVSN is revoked.

Statewide Course Catalog
Public School District and Open-Enrollment Charter School Agreement
2020-2021

Please return a signed copy of the completed annual agreement to txvsncentral@tea.texas.gov.
Persons authorized to enter into this agreement: District/Open-Enrollment Charter School (All fields are required.)

Use Adobe Acrobat Pro or DC to digitally sign this form or provide a hand-written signature.

Name of superintendent/CEO of charter * Dr. Scott Muri

Title (superintendent/CEO) * Superintendent

District Name * Ector County ISD

County/District Numer (CDN) * 068901

Supt/CEO Phone Number * 432-456-8552

Supt/CEO Email address * scott.muri@ectorcountyisd.org

Date * 08/25/2020

Signature Field *

☒ I understand, by my signature above, the district or charter school is obligated to comply with all information contained in this agreement.

Each district must establish a TXVSN District Administrator. (All fields are required.)
The TXVSN District Administrator will have access to district-wide TXVSN reports and confidential student and financial data and will serve as primary contact.

District Admin Name * Lisa Wills

District Admin Title * Executive Director of Instruction and Professional Learning

District Admin Email * Lisa.Wills@ectorcountyisd.org

District Admin Phone * 432-456-8491

District Admin Fax * 2411

Invoicing: The Texas Education Agency will send the receiver district's district-level business office an invoice at the end of each semester for each course provider in which the district had one or more student enrollment(s). Please provide the email address of the district-level business office group inbox (preferred). If a district-level business office group email address is not available, please provide the name and contact information for two district-level business office employees.

District-level business office group email inbox	deborah.ottmers@ectorcountyisd.org
Business office phone number	432-456-9491

OR if the district-level business office does not have a group email inbox, please provide the contact information for two district-level business office employees:

Business office contact name #1 *	Deborah Ottmers
Business office contact title #1 *	Chief Financial Officer
Business office contact email #1 *	deborah.ottmers@ectorcountyisd.org
Business office contact phone #1 *	432-456-9491
Business office contact name #2 *	Albessa Chavez
Business office contact title #2 *	Director of Finance
Business office contact email #2 *	Albessa.Chavez@ectorcountyisd.org
Business office contact phone #2 *	432-456-9701

If there are additional personnel who should also receive a copy of the invoice, please list below with all contact information.

Invoice copy name #1	
Invoice copy title #1	
Invoice copy email #1	
Invoice copy phone #1	
Invoice copy name #2	
Invoice copy title #2	
Invoice copy email #2	
Invoice copy phone #2	

In addition to this agreement, please complete and return the separate Campus Activation Form.

Receiver District or Open Enrollment Charter School
TxVSN Campus Activation Form

1. List the campuses serving grades 8-12 that are included in the district or open enrollment charter school's implementation of the Texas Virtual School Network.
   a. Omit campuses not serving grades 8-12 or not participating in the current school year.
   b. The principal listed for each campus will be responsible for approving the registration of TxVSN Site Coordinators for his/her campus via email.
2. Incomplete listings will not be accepted.
3. After completing, email to txvsncentral@txvsn.org or fax to 713-696-3130.

√ If New	District Name	Campus ID (9 digit)	Campus Name/Address	Principal First Name	Principal Last Name	Principal Phone	Principal Email
	EctorCountyISD	068901	ECPSA	Mitch	Gerig	432.456.0471	mitch.gerig@ectorcountyisd.org
	EctorCountyISD	068901	NimitzMiddleSchool	Teresa	Willison	432.456.0461	teresa.willison@ectorcountyisd.org
	EctorCountyISD	068901	Wilson&YoungMiddleSchool	Anthony	Garcia	432.456.0451	anthony.garcia@ectorcountyisd.org

Submitted by (printed name): Lisa Wills Date: 8/24/2020

08/13/2019

Receiver District or Open Enrollment Charter School
TXVSN Campus Activation Form

1. List the campuses serving grades 8-12 that are included in the district or open enrollment charter school's implementation of the Texas Virtual School Network.
    a. Omit campuses not serving grades 8-12 or not participating in the current school year.
    b. The principal listed for each campus will be responsible for approving the registration of TXVSN Site Coordinators for his/her campus via email.
2. Incomplete listings will not be accepted.
3. After completing, email to txvsncentral@tea.texas.gov.

√ If New	District Name	Campus ID (9 digit)	Campus Name/Address	Principal First Name	Principal Last Name	Principal Phone	Principal Email
	Ector County ISD	068901	Permian High School	Delesa	Styles	432-456-0039	delesa.styles@ectorcountyisd.org
	Ector County ISD	068901	Odessa High School	Mauricio	Marquez	432-456-0029	mauricio.marquez@ectorcountyisd.org
	Ector County ISD	068901	George H.W. Bush New Tech Odessa	Gerardo	Ramirez	432-456-6989	gerardo.ramirez@ectorcountyisd.org
	Ector County ISD	068901	Adv. Technical Center	Carla	Byrne	432-456-4968	carla.byrn#ectorcountyisd.org
	Ector County ISD	068901	OdessaCollegiate Academy	James	Ramage	432-456-6429	james.ramage@ectorcountyisd.org
	Ector County ISD	068901	Alternative Center	Adam	Portillo	432-456-0049	adam.portillo@ectorcountyisd.org
	Ector County ISD	068901	OC TECHS	Karl	Miller	432-456-6409	karl.miller@ectorcountyisd.org
	Ector County ISD	068901	BonhamMiddleSchool	Mareka	Austin	432-456-0421	mareka.austin@ectorcountyisd.org
	Ector County ISD	068901	BowieMiddleSchool	Paul	Fulce	432-456-0439	paul.fulce@ectorcountyisd.org
	Ector County ISD	068901	CrockettMiddleSchool	Maribel	Aranda	432-456-0449	maribel.aranda@ectorcountyisd.org

Submitted by (printed name): Lisa Wills _____ Date: 8/24/2020 _____

REQUEST FOR APPROVAL OF CLASS SIZE WAIVER FOR FALL SEMESTER (2020-2021 SCHOOL YEAR)

Attached is a copy of the District's request for a waiver from the class size maximum in grades K-4 for the Fall Semester of the 2020-21 school year. The date used for the determination of the class size waiver was August 25, 2020. We currently have 25 elementary campuses that have classrooms exceeding 22:1 ratio.

Ector County ISD Class Size Waiver As of August 25, 2020							
Campus	**Grade**	**Class 1**	**Class 2**	**Class 3**	**Class 4**	**Class 5**	**Number of Waivers**
Alamo	4	23					1
Austin	3	23	24	23	23	23	4
Blackshear	2	24	23				2
Blanton	K	33					1
Blanton	1	24					1
Blanton	2	24					1
Buice	K	38					1
Buice	1	52					1
Buice	2	23	23	30			3
Buice	3	23	24	24	25		4
Buice	4	47					1
Burleson	2	33					1
Burleson	3	23					1
Burleson	4	25					2
Burnet	2	23	27				2
Cameron	3	28-bi	29	28-bi			3
Cameron	4	24-bi	24-bi	25-bi			3
Cavazos	K	29-bi	29				2
Cavazos	1	25-bi	56				2
Cavazos	2	23					1
Cavazos	3	32	25-bi				2
Cavazos	4	35-bi					1
Dowling	2	35					1
Dowling	3	23					1
EK Downing	K	27	26	40-bi			3
EK Downing	1	46	24	33-bi			3
EK Downing	2	37-bi	50				2
EK Downing	3	32	32	39-bi			3
EK Downing	4	33-bi	26	36			3
Fly	PK	29					1
Fly	K	25	32				2
Fly	1	25-bi	56				2
Fly	2	28	29				2
Fly	3	27	24				2
Fly	4	25	24-bi	25-bi	23	24	5
Goliad	K	25-bi					1
Hays	3	25					1
Hays	4	31					1
Ireland	1	24	24				2
Ireland	2	32					1
Ireland	3	26					1
Ireland	4	23	26				2
Johnson	K	24					1
Johnson	1	34					1

Annette Macias
8.25.20

Ector County ISD Class Size Waiver As of August 25, 2020							
Campus	**Grade**	**Class 1**	**Class 2**	**Class 3**	**Class 4**	**Class 5**	**Number of Waivers**
Johnson	2	37					1
Johnson	3	31					1
Johnson	4	30					1
Jordan	1	25	29	27	30		4
Jordan	2	29	28	28	28		4
Jordan	3	23	24	24			3
Milam	K	24-bi	24	23	24		4
Milam	1	24	23-bi	24	24		4
Milam	2	25	25	24			3
Milam	3	30					1
Milam	4	24	24				2
Noel	4	23	24				2
Reagan	K	27					1
Reagan	1	23	26				2
Reagan	2	26					1
Reagan	3	26	26	26			3
Reagan	4	26	23	23			3
Ross	K	23	23				2
Ross	2	31					1
Sam Houston	1	23					1
San Jacinto	1	23	33				2
San Jacinto	2	25					1
West	1	23	24				2
West	3	23	25				2
Zavala	K	24-bi					1
Total							133

Class Size	Total Classes
23-25	73
26-28	21
29-35	27
35-45	6
45+	6

Year	Number of Waivers
2020-21	133
2019-20	209
2018-19	76
2017-18	56
2016-17	30
2015-16	40
2014-15	168
2013-14	160
2012-13	139

Annette Macias
8.25.20

REQUEST FOR APPROVAL OF 2020-2021 COOPERATIVE PROGRAM AGREEMENT AND DATA SHARING AGREEMENT BETWEEN ECISD AND UNIVERSITY OF TEXAS AT AUSTIN

ECISD and UT at Austin request approval to enter into a Cooperative Agreement to implement OnRamps, a distance college course through a dual-enrollment model. UT at Austin will provide training for high school teachers who work alongside the UT professors for implementation of select courses. This opportunity allows high school students to earn their high school credit from their district and the opportunity to earn college credits from the University of Texas at Austin through a distance education course.

ECISD is also requesting approval for the data sharing agreement between the district and UT at Austin. This agreement allows ECISD to provide individual student level data to the Office of Strategy and Policy at UT at Austin for the purpose of implementing, billing and evaluating the OnRamps dual enrollment program. Likewise, UT at Austin in accordance with FERPA agrees to provide individual student-level data to ECISD for the purpose of evaluation, accountability and student record keeping.

****

Administrative Recommendation:

Approval of the 2020-2021 Cooperative Program Agreement and Data Sharing Agreement between ECISD and University of Texas at Austin.

2020-2021
COOPERATIVE PROGRAM AGREEMENT

This Cooperative Program Agreement ("Agreement") is entered into by and between the Contracting Parties shown below.

1. **Contracting Parties**:

The School District: Ector County Independent School District
Attention: Dr. Lilia Nanez
802 N. Sam Houston
Odessa, TX 79761

University of Texas at Austin
Senior Vice President and Chief Financial Officer
110 InnerCampus Drive, Suite 102
Austin, Texas 78712
Attn: Darrell Bazzell

2. **Nature of the Cooperative Program**
The University of Texas at Austin, on behalf of the Office of Strategy and Policy, and the Ector County Independent School District ("District") enter into this Agreement to implement OnRamps to offer distance college courses through a dual-enrollment model and high school teacher training and professional learning. OnRamps offers the opportunity for high school students to earn high school credit from their District and the opportunity to earn college credits from The University of Texas at Austin ("UT Austin") through a distance education course.

3. **Agreement Amount**
The amount paid by the District during each contract year to UT Austin will be equal to the costs per student and teacher training needed by the District as set forth in Section 4.2.H. The 86th Texas Legislature provided state appropriation that reimburses all partnering Districts a portion of the cost per student enrollment fees for participating in OnRamps.

In addition, Districts must pay the costs of lodging, transportation, and teacher substitute costs related to any professional learning institutes ("PLIs").

4. **Program Responsibilities**
Responsibilities to implement OnRamps distance college courses will be shared between the District and UT Austin. A District entering into a contractual agreement for the delivery of distance college courses is an active participant in ensuring the effectiveness and quality of the implementation of OnRamps in the District. The funds paid by the District to the Office of Strategy and Policy will cover the student enrollment fee and teacher professional learning fee for high school teachers participating in the

summer Professional Learning Institute. Payment shall be due and payable, in full, to the UT Austin on or before thirty (30) calendar days from receipt of such invoice in accordance with Chapter 2251 of the Texas Government Code. All checks should be made payable to The University of Texas at Austin. Payments should be mailed and/or delivered to:

Attn: Kristine Yancey
The University of Texas at Austin
Office of Strategy and Policy
2616 Wichita Street, STOP A7300
Austin, Texas 78712

4.1. Responsibilities of UT Austin

Enrollment

A. OnRamps will register high school students for OnRamps courses through the OnRamps Student Information System ("OnRamps Portal"). In order to officially enroll in OnRamps distance college courses, students must acquire an official, permanent university electronic identification ("UT EID") via the UT Austin web site. Once a UT EID has been acquired, students use their UT EID and password to access the secure OnRamps Portal, complete a required student profile, affirm agreement with OnRamps policies, and register for course(s). Non-directory Information received and stored by OnRamps regarding students enrolled at either Texas Tech University or UT Austin is confidential and protected consistent with the Family Educational Rights and Privacy Act (FERPA).

B. As part of routine evaluation of educational effectiveness at UT Austin, OnRamps maintains OnRamps student educational records, including registration, enrollment, orientation, and course evaluation data for purposes of administering, implementing, and improving the program, and providing official reporting to UT Austin and the District. OnRamps engages in additional data sharing with UT Austin departments as defined in the data sharing agreement that each district enters with OnRamps.

Curriculum and Instruction

C. Provide UT Austin faculty and academic staff to develop and define college course materials and curriculum and assume primary responsibility for the oversight of distance college courses, ensuring rigor and quality. UT Austin faculty are provided 1:1 professional development and support to learn how to deliver OnRamps courses through distance education. UT Austin staff provide frequent feedback to UT Austin faculty and academic course staff on implementation and provide support for any needed enhancements or improvements.

D. Distance Education and High School Courses:
   a. Provide yearlong, in-depth college readiness experiences for all students, regardless of whether they earn credit from UT Austin;
   b. Provide clear and transparent expectations for postsecondary success in Texas;

c. Provide an authentic entry point to university-level learning experiences that expose students to postsecondary versus high school performance expectations;
d. Provide opportunity for students to take responsibility for their own learning;
e. Prominently feature the four pillars of OnRamps: College Standards, Innovative Pedagogy, Technology Enhanced Education, and Aligned College Experiences; and
f. Provide access and training in all technology used as appropriate to the nature and objectives of courses, including the Canvas Learning Management System ("Canvas LMS"), to every OnRamps student, teacher, and UT Austin faculty member to meet course expectations.

E. Maintain servers operated by or hosted on UT Austin's web-based Canvas LMS.
   a. Provide online and phone-based technical support for OnRamps teachers, students, and UT Austin faculty utilizing the curriculum.
   b. Deliver instructional materials via distance education. All course-related materials will be available from the course website, the Canvas LMS, and/or the UT Austin OnRamps academic course staff unless otherwise specified.

F. Administer OnRamps distance college courses via a dual-enrollment model. Students enroll in a semester- or year-long course taught by their high school teacher for high school credit. Throughout the semester/year, the high school teacher uses OnRamps curriculum, pedagogy, and online learning tools developed by UT Austin faculty to teach the high school course. At designated periods during the course, students may be eligible to enroll in a distance college course for college credit.
   a. Ramp up period for *yearlong* courses: A student must complete a series of required assignments and summative assessments that are designed, designated, and evaluated by the UT Austin faculty and academic staff. A student must earn a passing grade (D- or above) determined by the UT Austin Instructor of Record to be eligible to be dual enrolled in the UT Austin distance college course. A student who does not meet this eligibility requirement may be determined to be eligible if the student meets the Texas Success Initiative (TSI) requirements for that course. Other appeal processes or criteria for eligibility are determined by the course Faculty Lead who sets the standard course syllabus.
   b. UT Austin distance college course: A student must complete a series of additional required assignments and assessments that are designed, designated, and evaluated by the UT Austin faculty and college Instructors of Record to determine successful completion of the distance college course. The UT Austin Instructor of Record evaluates student progress toward predetermined learning goals and student grades based on the college assessments. (Grades for the high school and distance college

courses may differ, as the assignments that determine each grade may differ.)

c. UT Austin faculty and academic course staff ensure comparability of distance college courses to campus-based courses and are approved by UT Austin Department Chairs and supported by Deans (See website for a list of courses, course code, and transferability).

G. OnRamps distance college courses are part of the Texas Core Curriculum at UT Austin and credits earned for a letter grade of C- or above are guaranteed to transfer to any state public higher education institution in Texas with the exception of College Algebra (M 301), Lab for Mechanics, Heat, and Sound (PHY 102M), and Introduction to Chemical Practices (CH 104M). These three courses typically transfer to other universities using their TCCNs and apply toward the core curriculum at most public institutions in Texas. See OnRamps website for the full list of OnRamps distance college courses and TCCNs. A student who is eligible for, successfully completes, and accepts college credit for the distance college course will have their course grade recorded in the Office of the Registrar at UT Austin. A student may request an official copy of their transcript from the Registrar at the end of the fall or spring term for the applicable fee determined by the registrar ($20.00 as of January 2020). Students may request transcripts via UT Austin's online transcript request system for up to three years following the completion of their OnRamps course. After three years, students must request transcripts via mail, fax, or email. Before registering for an OnRamps course, each student is advised to check with their planned collegiate program, even if intending to attend UT Austin, to determine exact course credit applicability and transferability.

H. Support documentation of distance college course credit. OnRamps will assist students, who enroll in the distance college course and earn/accept college credit, secure documentation of their OnRamps participation, including official transcripts and enrollment confirmation letters for students, and non-enrollment confirmation letters for students who do not enroll in the distance college course or decline college credit.

I. Deliver professional learning to participating and approved high school teachers assigned to teach the OnRamps course.

a. A summer professional learning institute for participating District teachers will be delivered by UT Austin using distance education and virtual learning technologies. Each course offered through the OnRamps Program will have an associated summer professional learning institute. The participating District teacher assigned to the course **must** complete the summer professional learning institute **new teacher track** at least once, in its entirety, before teaching an OnRamps course for the first time. If the teacher continues to offer the course in subsequent years, they are **required** to attend the returning teacher track at the institute, inclusive of

OnRamps Summit. UT Austin will be responsible for the following at the summer institute:

i) Scheduling the necessary facilities to provide the institute virtually;
ii) Conducting the summer institute; and
iv) Crediting participating District teachers with continuing professional education hours (Approximately 80 hours for new teachers and approximately 50 hours for returning teachers over the course of the full academic year).

b. Academic year PLIs: One-day professional learning institutes for new and returning District teachers will be held at UT Austin, designated regional sites, or delivered virtually for specified courses during the fall and spring semesters. District teachers are **required** to participate in and fully complete the one-day workshop during each semester in which the teacher delivers an OnRamps course, regardless of whether the course will be offered in the subsequent year.

J. Provide one or more course staff. UT Austin will hire and assign a qualified course coordinator for each course. Approved by the UT Austin faculty within the sponsoring UT department (e.g., Computer Science, Mathematics, etc.), the coordinator will serve as a content expert and liaison for the high school teacher.

K. Deliver Partnership Symposium, Summit, and Regional Consortiums to participating District and campus administration (Superintendent, Director of Advanced Academics, Campus Administration, Counselors, Returning OnRamps teachers, etc.)

a. The Symposium, Summit, and Regional Consortiums goal is to inform, collaborate, and advise on key elements that can prepare students for the transition to postsecondary. They provide space and time for administrators, counselors, and OnRamps staff to gather and collectively share issues, needs, concerns, solutions, and plans to support student post-secondary success.
b. Deliver dual enrollment 101 workshops for participating District/Charter counselors with training that includes: dual enrollment program overview in detail, resources to share with students, families, and campuses and the levels of program support that OnRamps provides. Trainings will be provided regionally or virtually and available to participating District/Charter personnel.
c. Deliver in-person or virtual presentations to participating district and campus staff regarding program overview, implementation, and strategies for success.
d. Deliver in-person or virtual parent presentations to district community regarding OnRamps overview, implementation, and how to motivate and support their student.
e. Provide a link for participating district/charter main point of contact to schedule in-person or virtual presentations. OnRamps presentation

requests must be made at least two weeks in advance. Requests are not guaranteed and will be scheduled based upon the availability of the OnRamps Outreach team.

f. Each participating district/charter is allotted one OnRamps presentation per campus in an academic year.

L. The UT Austin course staff will:
   a. Conduct or co-conduct the summer and one-day PLIs;
   b. Assist the District with OnRamps implementation by providing the necessary training to the high school teacher(s) before and during implementation;
   c. Provide on-going, one-on-one feedback and guidance to the high school teacher;
   d. Provide virtual coaching using the OnRamps-approved online coaching medium for each OnRamps high school teacher to support their course implementation and enhance their professional practice;
   e. Provide pedagogical and technology expertise and training in the discipline to UT Austin Faculty Leads and UT Austin Instructors of Record overseeing distance college courses.
   f. Assist UT Austin faculty and UT Austin Instructors of Record with maintaining the course for students in the District, including electronic distribution of lectures, homework assignments, quizzes, projects, and exams, to participating teachers and provide of ongoing support with implementing the curriculum.

Institutional Effectiveness

M. Provide feedback regarding course implementation to UT Austin faculty and academic staff, as well as, District high school teachers and administration. To ensure OnRamps is implemented and facilitated with quality and fidelity, OnRamps staff will provide updates at the end of the fall and spring semesters and, as needed, throughout the year regarding the status of OnRamps implementation, based on communication with the OnRamps high school teacher and classroom observations.
   a. OnRamps staff will alert campus and district administration of any serious concerns regarding the District or campus implementation of the OnRamps course pertaining to quality and fidelity. If the campus or District implementation of the OnRamps course is deemed unsatisfactory, UT Austin reserves the right to deny the opportunity to offer the OnRamps course in the future or to require a replacement high school teacher.
   b. OnRamps staff will alert school and District administration of any concerns regarding high school teachers' ongoing ability or willingness to implement the course with quality and fidelity.
   c. A UT Austin OnRamps high school teacher deemed by UT Austin to be unsatisfactorily implementing the course will be given an opportunity to bring implementation of the course into alignment with UT Austin expectations, and OnRamps will provide coaching and support through

the course staff, OnRamps PLIs, virtual coaching, and ongoing communication with the high school teacher. Should the high school teacher's implementation of OnRamps continue to be unsatisfactory or no improvement is observed, OnRamps will notify the District, who will use its best efforts to identify an alternate high school teacher, and the District will work with UT Austin to continue the course through the alternate high school teacher. OnRamps reserves the right to deny any teacher the opportunity to offer the course in the future.

d. Should UT Austin deem an OnRamps high school teacher as not compatible with or not in the best interest of the program, OnRamps will notify the District, who will work with UT Austin to continue the course through an alternate teacher.
e. Any person performing services under this Agreement on behalf of the District/Charter must also be actively employed by the District and may not be on administrative or medical leave. The District must have on file a successfully passed criminal background check for any employee performing services under this Agreement on behalf of the District. If a District becomes aware that an employee performing services does not meet the eligibility requirements listed above, the District main point of contact, who oversees the OnRamps program, must inform their OnRamps point of contact within 24 hours.

N. Appoint OnRamps high school teachers as UT Austin Affiliates. As an OnRamps Affiliate, high school teachers are eligible to receive UT Austin ID cards, library access, Wi-Fi access on the UT Austin campus, opportunity to obtain a UT Austin email address, purchase gym passes, and other benefits.
   a. If an OnRamps high school teacher is deemed not compatible with or in the best interest of the program they cannot serve as an OnRamps high school teacher and cannot be affiliated with UT Austin.

O. Initiate and administer the process of sponsoring College and Departmental approval to assign qualified UT Austin faculty who assume primary responsibility for and exercise oversight of the process.

Student Services

P. Provide access and training to the Canvas LMS for every OnRamps student to meet course expectations.
Q. Provide online and phone-based technical support for OnRamps teachers and students engaging in the curriculum when that support is not provided through Canvas LMS.
R. Provide information in the OnRamps Portal or through email notifications related to distance college course enrollment activities, including registration, eligibility, credit type selection, credit status, and official transcript requests.
S. Provide access to teleconference functions in Canvas LMS or other commensurate distance technology with consultants for writing consultation with their distance college course writing assignments.

T. Protect students' education records in accordance with FERPA policies (See Section 4.1.A).
U. Provide a student orientation module in Canvas for all OnRamps courses that details program enrollment, student academic integrity, and FERPA rights.
V. Provide adequate procedures for submitting and resolving complaints, grade appeals, information requests, and other inquiries related to participation in OnRamps.
W. Provide technological resources and infrastructure to support implementation of OnRamps distance college courses for districts/charter, campuses, high school teachers, and students.

Student Removal to Alternative Campus

X. In a case where a student is removed from their home campus and assigned to an alternative campus due to disciplinary reasons, the district main point of contact, campus principal and/or the high school teacher of the campus must notify the Associate Director for Enrollment Management. Information needs to include the length of the placement to determine if the student will continue in the OnRamps course in which they are enrolled. If the alternative placement is longer than 7 school days, then the following will need to be done:
    a. The administrator, OnRamps high school teacher and OnRamps course staff will work together to determine if the student has the opportunity to continue the course at the alternative campus. If it is determined that the student will not have the appropriate instruction and access to the course, the student will be dropped from the OnRamps course. If this occurs prior to census, then the district/charter will not be invoiced for this student.
    b. If the student needs to be dropped, because it has been determined that the student will not have the appropriate instruction and access to the course then the following: If the student is enrolled in a year-long, OnRamps course, the student will be dropped from the OnRamps course, the Canvas LMS system and a schedule change will need to be made for the student's high school schedule. If the student is enrolled in History or Rhetoric, the student will be dropped from the course for the semester in which the student is taking the course (fall or spring). If the student is taking History or Rhetoric in the fall, the student will have the opportunity to enroll in History or Rhetoric in the spring, should the student have returned to the home campus in time of registration and the beginning of spring instruction.

Y. In a case where a student is hospitalized or removed from instruction or the school setting for longer periods due to illness, accident or other circumstance, the district main point of contact, campus principal and/or the high school teacher of the campus must notify the Associate Director of Enrollment Management immediately. Information needs to include the length of time the student is expected to be gone, and whether the student will continue in the OnRamps course in which they are enrolled.

4.2. Responsibilities of the District

A. Implement one or more OnRamps courses.
   a. Assign a District/Charter point of contact at the district level who is responsible for overseeing the implementation of OnRamps high school course(s) and participating in meetings designated for district administration with OnRamps staff.
      i) The main point of contact will be responsible for providing up to date contact information for district and campus administration. In the event that there is a change in administration at the district or campus level, the district main point of contact will be responsible for communicating those changes to their assigned OnRamps Point of Contact.
   b. Assign 1-2 campus administrators to attend the OnRamps train-the-trainer session(s), that will be held online in a webinar-based format. The training will model the parent night presentation, resources, and retention strategies.
      i) Should the Districts/Charters and/or campuses request an OnRamps presentation, the District will be responsible for organizing the event to include reserving appropriate meeting spaces, creating an agenda and providing the technology necessary for the presentation format (screen, projector, microphone, etc.)
   c. Follow OnRamps recommendations for effective implementation:
      i) OnRamps courses do not replace Advanced Placement (AP) curriculum or prepare students for AP exams. Unless otherwise stated, OnRamps courses and AP courses should be taught as separate sections with separate high school teachers. In the case of RHE 306 and RHE 309K, see section iii.1 below.
      ii) Based on the rigor of the course for students and as overseen by UT Austin faculty, OnRamps firmly recommends weighting of 1.0 for the high school version of the course or weighting similar to that of AP. Not weighting OnRamps courses the same as AP courses may be detrimental to students' college application processes.
      iii) In the case of Introduction to Rhetoric: Reading, Writing and Research and Reading and Writing the Rhetoric of American Identity, the UT Austin Department of Rhetoric and Writing:
         1) Prohibits the OnRamps course from being offered as an AP English course; and
         2) Requires a cap of 25 students per section with a limit of two sections per teacher for a maximum of 50 students. Alternately, a teacher may have a maximum of 60 students distributed in three or more sections.

B. Recruit, hire, and compensate high school teachers with appropriate qualifications to teach the OnRamps courses.
   a. Minimum requirements for high school teachers to teach an OnRamps course include:
      i) Bachelor's degree in the discipline or a related field;

ii) One (1) or more years of teaching experience in the relevant course or a higher-level course (e.g., calculus for precalculus);
iii) Completed annual OnRamps teacher application;
iv) Successful completion of required tasks before the start of the academic year including, but not limited to, completion of the OnRamps FERPA online training module. Tasks will be determined and shared by the OnRamps professional learning and development staff in advance of the summer institute. High school teachers who have been approved on a conditional basis may be required to complete additional tasks. Any high school teacher who does not complete the required pre-institute tasks may not be eligible to attend the institute. If the District's high school teacher(s) does(do) not complete pre-institute tasks before the start of the required summer institute, the decision to admit or deny such teacher and any accompanying conditions will be determined by the UT Austin Faculty Lead and Managing Director at their discretion;
v) Successful completion of the summer PLI. New OnRamps high school teachers must participate in the entire summer PLI and complete all assigned work, both pre-institute and during the institute. In the event of an emergency, of which OnRamps staff and the teacher's principal are notified, a teacher may make arrangements to make up as much as 20% of the summer PLI and still be eligible to teach the OnRamps course. OnRamps high school teachers who miss more than 20% of the summer PLI, regardless of their reason, will be on probationary status and their approval to serve as an OnRamps high school teacher will be evaluated on a case-by-case basis. See section D below for additional information. Returning OnRamps high school teachers must participate in all of the required summer PLI dates.
vi) Attendance at and completion of all required monthly virtual conferences or virtual learning modules, academic year PLIs, and professional development assignments.
vii) Attendance at the two one-day fall and spring professional learning institutes.
viii) Review communication from OnRamps course staff in weekly newsletters and respond accordingly to routine requests.
ix) Complete the minimum number of virtual coaching uploads over the course of the academic year
x) Adhere to guidelines regarding OnRamps course content intellectual property. District is responsible for informing teachers that they do not have a license to use any provided materials outside of the scope of this agreement. All materials created by OnRamps, District, and teachers are owned by UT Austin.

b. Minimum requirements for returning teachers include:
i) Successful implementation of OnRamps course during the previous academic year according to the requirements specified under section D below;

ii) Completed annual OnRamps teacher application;
iii) Successful completion of required tasks before the start of the academic year including, but not limited to, completion of the OnRamps FERPA online training module. Tasks will be determined and shared by the OnRamps professional learning and development staff in advance of the summer institute.
iv) Completion of required tasks before the start of the summer institute;
v) Successful participation and completion of all required activities in the summer PLI.
vi) Attendance at and completion of all required monthly virtual conferences or virtual learning modules, academic year professional learning institutes and professional development assignments.
vii) Attendance at the two one-day fall and spring professional learning institutes.
viii) Review communication from OnRamps course staff in weekly newsletters and respond accordingly to routine requests.
ix) Complete the minimum number of virtual coaching uploads over the course of the academic year
x) Adhere to guidelines regarding OnRamps course content intellectual property. District is responsible for informing teachers that they do not have a license to use any provided materials outside of the scope of this agreement. All materials created by OnRamps, District, and teachers are owned by UT Austin.

C. Ensure OnRamps high school teachers and students have the necessary resources to implement the program with fidelity, including, but not limited to:
   a. Provide access to the OnRamps Portal and Canvas LMS. Participating campuses will work with the OnRamps support team to ensure that their campuses and students can fully access the OnRamps Portal and Canvas LMS;
   b. Provide access to computer and Internet, as specified by UT Austin. The district will be required to adhere to requirements outlined in the OnRamps Technology Manual;
   c. Ensure that students in the OnRamps distance college course have daily, scheduled access to computers that meet the specifications defined by OnRamps. This includes regular in-class and out-of-class, one-to-one (1:1) access to computers and the Internet to view materials and complete and submit assignments, quizzes, tests, and exams, including the following technology for specific course implementation:
   d. Graphing calculators;
   e. Audio/visual projection and/or whiteboard;
   f. Copy/scanning services to duplicate some course materials and distribute to students in the OnRamps course and upload assignments;
   g. For Biology, Geoscience, Physics and Chemistry, required lab materials; and

h. The Chemistry course must be offered in a lab setting that meets the Texas Education Agency standard with minimal viable components including an eyewash station, vent hood, and equipment required for student implementation of the lab course including use and disposal of the required chemical list.

D. Ensure OnRamps high school teachers implement the program with fidelity, including the following:
   a. Administer and facilitate OnRamps-required assignments and assessments without alteration;
   b. Have students create a UT EID and register for OnRamps via the OnRamps Portal; **No** student may enroll in an OnRamps course six weeks after the start of the district's school year, unless approved by OnRamps. If a student wishes to enroll in an OnRamps course after the six-week window, the UT Austin Instructor of Record will determine whether there is sufficient opportunity for the student to be eligible to earn college credit. If there is sufficient opportunity for the student to be eligible to earn college credit, the student will be enrolled in the distance college course. If there is not sufficient opportunity for the student to be eligible for the opportunity to earn college credit, the student will be enrolled in the course for high school credit only;
   c. Use Canvas LMS to assign and grade high school work as specified by OnRamps course staff; and
   d. Participate in professional learning, including the summer institute, one-day workshops, monthly virtual conferences or virtual learning modules, Sibme virtual coaching, and on-going opportunities during each semester in which they teach the OnRamps course. To facilitate teacher participation in the one-day workshops, the District agrees to pay the cost of substitute teachers for the days the teacher will attend the workshops; and
   e. Maintain regular communication via email, phone, video web conferencing, etc. with OnRamps course coordinator and other staff regarding the success and challenges of implementation, responding in a timely manner to requests for information, including turning in any requested documentation to evaluate student progress or success by specified deadlines.
   f. Notify course staff of high school teacher absences that exceed three consecutive class days.

E. Recruit and approve students to participate in the OnRamps courses.

F. Ensure students enrolled in an OnRamps program meet the following minimum academic requirements:

OnRamps Course Name	UT Austin Course Code	Required Prerequisites	Recommended Prerequisites
Foundations of Arts and Entertainment Technologies	AET 304	–	Graphic Design
Introduction to Biology I	BIO 311C	Credit inTEKS-based Biology & TEKS-based Chemistry	–
College Chemistry: Principles of Chemistry I (Lecture)	CH 301	Credit in Algebra I	–
College Chemistry: Introduction to Chemical Practices I (Lab)	CH 104M	Credit in Algebra I	–
College Chemistry: Principles of Chemistry II (Lecture)	CH 302	Credit in Chemistry	–
College Chemistry: Introduction to Chemical Practices II (Lab)	CH 104N	Credit in Chemistry	–
Thriving in Our Digital World	CS 302	Credit in Algebra I	Credit or concurrent enrollment in Algebra II
Earth, Wind, and Fire: AnIntroduction to Geoscience	GEO 302E	Credit in Biology & Chemistry or IPC & Chemistry	–
United States, 1492-1865	HIS 315K	Credit or concurrent enrollment in English II	–
United States Since 1865	HIS 315L	Credit or concurrent enrollment in English II	–
College Algebra	M 301	Credit for Algebra I	Credit in Geometry
Discovery Precalculus: A Creative and Connected Approach	M 305G	Credit in Algebra II	–
Mechanics, Heat, and Sound: General Physics Technical Course I	PHY 302K	Credit in Algebra I & Geometry	Credit in Algebra II or Precalculus
Lab for Mechanics, Heat, and Sound	PHY 102M	Credit in Algebra I & Geometry	Credit in Algebra II or Precalculus

OnRamps Course Name	UT Austin Course Code	Required Prerequisites	Recommended Prerequisites
Electromagnetism, Optics, and Nuclear Physics: General Physics Technical Course II	PHY 302L	Credit in TEKS-based Physics, Algebra II, & Geometry	Credit in PHY 302K, AP Physics I, Honors Physics, or PHYS 1301, Precalculus
Introduction to Rhetoric: Reading, Writing, and Research	RHE 306	Credit in English I & English II	–
Reading and Writing the Rhetoric of American Identity	RHE 309K	Credit in English I & English II	–
Statistics	SDS 302	Credit in Algebra I	Credit in Algebra II & Geometry

G. Ensure students complete the OnRamps registration process within the first two weeks of school. The student and, if the student is under 18 years of age at the time of registration, the student's parent or guardian, shall acknowledge and consent that the student is enrolling in a college course with the opportunity to earn college credit.
   a. Only students who have demonstrated their ability to successfully complete college-level work may attempt the UT Austin distance college course. Eligibility for the distance college course is determined by successful completion of a series of required assignments that are designated and evaluated by the UT Austin Instructor of Record and course staff. A student must earn an average passing grade of D- or above on all required college assignments, or have met TSI eligibility as defined by UT Austin to be eligible for the opportunity to be dual enrolled in a UT Austin distance college course.

H. Pay the annual program fee for access to the OnRamps curriculum, materials, technology tools, credit evaluation, and credit issuance.
   a. Cost of Materials and Services:
      i) For Districts/Charters joining the OnRamps program on or after the Effective Date, the cost of the OnRamps course materials, technical support and course implementation support, excluding the summer institute and academic year workshops, outlined in this Agreement to the District, will be defined on a per-student, per-course basis. Lab courses are not considered separate courses. Program costs will be evaluated and adjusted annually. The District annual program fees for each student enrolled in an OnRamps course for the 2020-2021 academic year are $149, or $99 for students eligible for free or reduced lunch, per student and per course.

Districts are paying a subsidized rate in line with the 86th legislature appropriation (HB 1, Article III, 59). During the 2020-2021 school year the fee of $249 or $199 per student and per course enrolled in an OnRamps course is subsidized to $149 or $99. The remaining fee is being covered by the appropriation.

b. Timing of payment: The OnRamps program fee is assessed after each census window.
   i) Within the first four weeks of the course implementation students may decide to drop out of the OnRamps program. This means the student is no longer enrolled in the OnRamps program, even for the opportunity to earn high school credit, and is placed in a non-OnRamps course. The OnRamps team will run a census report on the identified census date of the yearlong and fall semester courses and again on the identified census date in spring for spring semester course and invoice the District based on enrollment at that time. Refunds will not be given at the end of course if a student is not eligible for the opportunity to earn college credit in the course. The program fee covers access to course materials, technology tools, and credit eligibility evaluation. Additionally, for OnRamps yearlong courses, the student who is not eligible for the opportunity to earn college credit may continue to be enrolled in the OnRamps course during the spring semester for the opportunity to earn high school credit. During the spring semester, UT Austin will continue to deliver the course materials and technology tools

   OnRamps will send an invoice to the District in the spring semester that itemizes the annual OnRamps program fee for each student enrollment per course.

   The District is responsible for paying within 30 days of receipt of the invoice.

   If payment is not received within 30 days, a 6.5% late fee will be assessed for each additional 30 days the payment is overdue.

   If the invoice is not paid prior to the start of the next academic year, then the district is not allowed to participate in the program until they are in good standing.

   There will be no exchange of money between UT Austin and the District for the program credit. The Texas Education Agency will directly reimburse UT Austin for the partial annual per student, per course cost in line with the 86th legislature appropriation (HB 1, Article III, 59).

c. Cost of Professional Learning
   i) The cost of the OnRamps summer and academic year one-day PLIs will be assessed on a per-teacher basis. Professional development costs are evaluated and adjusted annually:
      - $850 for new teachers; and

- $550 for returning teachers.

ii) Districts will be sent an invoice that itemizes the annual professional learning fees for each teacher participating in the Summer PLI .
   1. The District is responsible for paying within 30 days of receipt of the invoice.
   2. If payment is not received within 30 days then District will pay interest in accordance with the Texas Prompt Pay Act.
   3. OnRamps strongly recommends the District provide a daily stipend to teachers participating in required PLIs.

5. Summer Professional Learning Institute Teacher Registration and Attendance

A. OnRamps high school teachers are required to register for summer PLI **two weeks prior** to the start of the Summer PLI.

B. Cancelation policy: All high school teachers must cancel their registration three weeks prior to PLI or they will be subject to pay 100% of fees for room/board and meals for which those charges apply. The district will be invoiced for all high school teachers who are registered on the day three weeks prior to the event starting.

C. If a high school teacher registers for the summer Professional Learning Institute and is unable to attend, the teacher needs to communicate this change to the OnRamps Professional Learning Coordinator three weeks prior to the start of the summer Professional Learning Institute. If the teacher does not take the necessary steps to communicate the change in attendance, the teacher's district will be:
   a. Charged the full fee, based on whether they are new or returning, for the summer Professional Learning Institute.

D. If a high school teacher registers for the summer Professional Learning Institute and leaves the institute prior to the end of the institute, fees will be assessed on a case-by-case basis.

E. If a high school teacher attends the summer Professional Learning Institute and the course that the teacher is trained for is not offered for the school year, the teacher's district will be:
   a. Charged the full fee, based on whether they are new or returning, for the summer Professional Learning Institute
   b. All materials that were provided to campus/district for course will need to be returned to OnRamps within 30 days or district will be responsible for fees associated with such materials for course.

6. Educational Records and Data Sharing

A. The District and OnRamps create, maintain, and manage their own educational records for students and teachers. OnRamps maintains all educational records created as a result of the OnRamps program according to Family Educational Rights and Privacy Act, as well as UT Austin Policy defined in Chapter 9 of the General Catalog of UT Austin, subchapter 9-100 through 9-400.

B. In order to provide the OnRamps program and related services to the District and for the District's accountability reporting purposes, OnRamps requires specific student information from the District. All such records are provided the same security as those outlined in 6.A above and will never be sold or shared with external sources. Please refer to the Data Sharing Agreement (DSA) to set terms and conditions for the exchange of data needed to support the OnRamps program.
   a. The goal of the DSA is to establish the use, scope, and content of data that OnRamps and the District need to support the program.

C. Following UT Austin's institutional review board standards and policy, OnRamps may obtain and maintain data and/or feedback about student and teacher experiences with the program for the purpose of understanding outcomes and program improvement.

D. For legitimate educational interests, OnRamps will facilitate the exchange of information among institutions, OnRamps high school teachers, OnRamps faculty and staff, and District contacts 1) pertaining to students' progress toward the opportunity to earn college credit; 2) to facilitate early intervention to support student success and; 3) pertaining to whether college credit is earned, accepted, and/or declined; 4) to facilitate accurate recordkeeping; 5) to address academic integrity issues; and 6) for use in UT Austin outreach and recruitment. If the District obtains access to UT Austin records or record systems protected under the Family Educational Rights and Privacy Act of 1974 (FERPA), the District agrees to strictly adhere to the provisions of FERPA and its implementing regulations designated in Section 6 hereof. While in possession of FERPA records and data, only persons authorized to access the student data of the OnRamps program will be granted access as required by FERPA.

7. Term of the Agreement

This Agreement is effective as of the date fully executed by both parties (Effective Date), and it covers a period of one (1) academic year, beginning July 1, 2020, and ending June 30, 2021. All parties must sign this Agreement. This Agreement may be renewed, contingent upon resources being available to the OnRamps Program, by entering into a written agreement which is signed by both parties. The District agrees that all amounts owed to UT Austin pursuant to Section 4.2.H will be paid upon notice of termination and in accordance with the provisions of Chapter 2251, Texas Government Code. If the parties agree, this agreement can be renewed for up to three additional years through a written amendment. The prices in section 4.2 H may change.

8. Ownership of Intellectual Property

UT Austin and the OnRamps program shall own all Intellectual Property Rights in or relating to OnRamps. Intellectual Property Rights means any rights or titles to inventions, discoveries, concepts, methods, processes, data, trade secrets, branding, trademarks, copyrights, computer programs and related documentation, works of authorship fixed in a medium of expression, or mask works, whether or not patentable,

copyrightable, eligible for registration as a trademark, or subject to mask work rights or other similar statutory rights, as well as applications for any such rights.

9. Termination

In the event of a material failure by a Contracting Party to perform its duties and obligations in accordance with the terms of this Agreement, the other party may terminate this Agreement upon thirty (30) days' advance written notice of termination setting forth the nature of the material failure; provided that, the material failure is through no fault of the terminating party. The termination will not be effective if the material failure is fully cured prior to the end of the 30-day period.

UT Austin may terminate this Agreement without cause upon thirty (30) days' advance written notice of termination to the District and will refund to the District any portion of the annual contribution that has not been expended towards fulfillment of the purposes of the Agreement

10. Venue; Governing Law

The Agreement and all of the rights and obligations of the parties hereto, and all of the terms and conditions hereof will be construed, interpreted, and applied in accordance with, and governed by, and enforced under the laws of the State of Texas.

11. Confidentiality Provision

Both parties to this Agreement are required by law to adhere to the confidentiality of student information according to the Family Educational Rights and Privacy Act of 1974 (FERPA) and the implementing regulations found in 34 CFR Part 99. FERPA is specifically referenced in the Texas Public Information Act as an exception to records that are subject to disclosure to the public (Texas Govt. code 552.001 et seq.). While in possession of FERPA records and data, only persons authorized to access the student data of the OnRamps program will be granted access as required by FERPA. All persons authorized to have access to student data understand that under FERPA they can be held individually liable for any and all applicable criminal and civil penalties imposed for breach of confidentiality.

12. Cybersecurity Training Program

If Contractor has access to University’s computer(s),then, pursuant to Section 2054.5192, Texas Government Code, Contractor and its subcontractors, officers, and employees must complete a cybersecurity training program certified under Section 2054.519, Texas Government Codeand selected by the University.The cybersecurity training program must be completed by Contractor and its subcontractors, officers, and employees during the term and any renewal period of this Agreement.Contractor shall verify completion of the program to the University.

The representative of the District, in signing this Agreement, warrants that he or she signs as a properly authorized representative of the District and does not assume any personal liability for meeting the terms of this Agreement.

AGREED and ACCEPTED this _____ day of _____, 2020.

Ector County ISD	The University of Texas at Austin
By: _____	By: _____
Name: _____	Name: Linda Shaunessy
Title: _____	Title: Business Contracts Administrator
Date: _____	Date: _____

FERPA Confidentiality And Security Exhibit

The purpose of this Addendum is to provide the terms under which Contractor is required to maintain the confidentiality and security of any and all University records subject to the Family Educational Rights and Privacy Act, 20 *United Stated Code* §1232g (**FERPA**) which Contractor will create, receive, or maintain on behalf of University.

1. **FERPA.** The Parties understand and agree that:

1.1 As part of the work (**Work**) that Contractor will provide pursuant to the Underlying Agreement, Contractor is expected to create, receive or maintain, records or record systems from or on behalf of University that (a) are subject to FERPA or (b) contain personally identifiable information from "Education Records" as defined by and subject to FERPA (collectively, **FERPA Records**) namely: Student Purchase Transactions, Student Email Addresses, Student ID Information. FERPA Records include all data in any form whatsoever, including electronic, written and machine readable form.

1.2 Notwithstanding any other provision of the Underlying Agreement, this Addendum or any other agreement, all FERPA Records created, received or maintained by Contractor pursuant to the Underlying Agreement will remain the sole and exclusive property of University.

2. **FERPA Compliance**. In connection with all FERPA Records that Contractor may create, receive or maintain on behalf of University pursuant to the Underlying Agreement, Contractor is designated as a University Official with a legitimate educational interest in and with respect to such FERPA Records, only to the extent to which Contractor (a) is required to create, receive or maintain FERPA Records to carry out the Underlying Agreement, and (b) understands and agrees to all of the following terms and conditions *without reservation*:

2.1 **Prohibition on Unauthorized Use or Disclosure of FERPA Records:** Contractor will hold University FERPA Records in strict confidence. Contractor will not use or disclose FERPA Records received from or on behalf of University, including any FERPA Records provided by a University student directly to Contractor, except as permitted or required by the Underlying Agreement or this Addendum.

2.2 **Maintenance of the Security of FERPA Records**: Contractor will use the administrative, technical and physical security measures, including secure encryption in the case of electronically maintained or transmitted FERPA Records, approved by University and that are at least as stringent as the requirements of UT System Information and Resource Use & Security Policy, UTS165 at http://www.utsystem.edu/board-of-regents/policy-library/policies/uts165-information-resources-use-and-security-policy, to preserve the confidentiality and security of all FERPA Records received from, or on behalf of University, its students or any third party pursuant to the Underlying Agreement.

2.3 **Reporting of Unauthorized Disclosures or Misuse of FERPA Records and Information**: Contractor, within one (1) day after discovery, will report to University any use or disclosure of FERPA Records not authorized by this Addendum. Contractor's report will

identify: (i) the nature of the unauthorized use or disclosure, (ii) the FERPA Records used or disclosed, (iii) who made the unauthorized use or received the unauthorized disclosure, (iv) what Contractor has done or will do to mitigate any deleterious effect of the unauthorized use or disclosure, and (v) what corrective action Contractor has taken or will take to prevent future similar unauthorized use or disclosure. Contractor will provide such other information, including written reports, as reasonably requested by University. For purposes of this **Section 2.3**, an unauthorized disclosure or use includes any access or use of an "Education Record" (as defined by FERPA) by a Contractor employee or agent that the employee or agent does not require to perform Work or access by any employee or agent that does not involve the provision of Work.

2.4 **Right to Audit:** If University has a reasonable basis to believe that Contractor is not in compliance with the terms of this Addendum, University may audit Contractor's compliance with FERPA as Contractor's compliance relates to University's FERPA Records maintained by Contractor.

2.5 **Five Year Exclusion for Improper Disclosure of Education Records.** Under the federal regulations implementing FERPA, improper disclosure or redisclosure of personally identifiable information from University's "Education Records" (as defined by FERPA) by Contractor or its employees or agents may result in Contractor's complete exclusion from eligibility to contract with University for at least five (5) years.

3. **Return or Secure Destruction of FERPA Records.** Contractor agrees that no later than 30 days after expiration or termination of the Underlying Agreement or this Addendum for any reason, or within thirty (30) days after University's written request, Contractor will halt all access, use, creation, or processing of FERPA Records and will return to University or Securely Destroy all FERPA Records, including any copies created by Contractor or any subcontractor; and Contractor will certify in writing to University that all FERPA records have been returned to University or Securely Destroyed. **Secure Destruction**, **Securely Destroy** and **Securely Destroyed** mean shredding, erasing or otherwise modifying a record so as to make it unreadable or indecipherable.

4. **Disclosure.** Contractor will restrict disclosure of FERPA Records solely to those employees, subcontractors, or agents of Contractor that have a need to access the FERPA Records in order for Contractor to perform its obligations under the Underlying Agreement or this Addendum. If Contractor discloses any FERPA Records to a subcontractor or agent, Contractor will require the subcontractor or agent to comply with restrictions and obligations that align with the restrictions and obligations imposed on Contractor by the Underlying Agreement and this Addendum, including requiring each subcontractor or agent to agree to the same restrictions and obligations in writing.

DATA SHARING AGREEMENT BY AND BETWEEN
ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT AND
OFFICE OF STRATEGY & POLICY
AT THE UNIVERSITY OF TEXAS AT AUSTIN

The Ector County Independent School District ("ISD") agrees to provide individual student-level data to the Office of Strategy & Policy ("Office of Strategy & Policy") at The University of Texas at Austin (UT Austin) for the purpose of implementing, billing, and evaluating the OnRamps dual enrollment program and informing OnRamps students of academic opportunities at UT Austin. ISD hereby appoints The University of Texas at Austin as a legitimate educational official of ISD in accordance with the Family Educational Rights and Privacy Act (FERPA). Likewise, The University of Texas at Austin hereby appoints the ISD as a legitimate educational official of The University of Austin in accordance with FERPA. The Office of Strategy & Policy agrees to provide individual student-level data to the ISD for the purpose of evaluation, accountability, and student record-keeping. The terms of this agreement are in effect until August 31, 2021 unless terminated in writing by one or both parties.

1. Data type and exchange timeline

ISD Designee for Student Data and Office of Strategy and Policy will coordinate data exchange for all OnRamps program participants for the academic year, as follows:

Responsible Party	Time Period	Type of Data
Office of Strategy & Policy	August 2020 – July 2021	Throughout the academic year OnRamps will provide information about student enrollments, including course rosters, college course eligibility status, and final grades. Access to the portal will be limited to pre-identified campus and district personnel who must obtain a UT Electronic Identification and password in order to access the portal.
Office of Strategy & Policy	February 2021	• District name • Campus name • ISD teacher first name • ISD teacher last name • School year of implementation • OnRamps course title • Student first name • Student last name • Student date of birth • Student unique high school ID • OnRamps course title • College course eligibility status (ie, eligible for the opportunity to earn college credit) • College course eligibility grade • Final college course grade, ELA 1301 and History 1301 only • Final college credit status (ie, earned, did not earn), ELA 1301 and History 1301 only • Final college credit decision (ie, accepted, declined), ELA 1301

Responsible Party	Time Period	Type of Data
		and History 1301 only
Office of Strategy & Policy	May 2021	• Final college course grade, all courses except ELA 1301 and History 1301 • Final college course credit status (ie, earned, did not earn), all courses except ELA 1301 and History 1301 • Final college course credit decision (ie, accepted, declined), all courses except ELA 1301 and History 1301
ISD	June 2021	• High school grade in OnRamps course, semester 1 • High school grade in OnRamps course, semester 2 • High school grade in OnRamps course, cumulative

2. Data protection

All files will be exchanged using secure systems and in an encrypted, password protected electronic format by ISD and Office of Strategy & Policy.

Office of Strategy & Policy assures that in all reports, electronic or otherwise, derived from information made available under this agreement, all data shall be aggregated in such a way that no individual will be identified directly or by deduction. Office of Strategy & Policy further assures that the data elements will not be released to a third party without written parental consent.

Any unauthorized disclosure of confidential student information is a violation of the Family Educational Rights and Privacy Act of 1974 (FERPA) and the implementing regulations found in 34 CFR Part 99 and shall not be permitted to occur.

While in possession of these data, both parties shall permit access only to employees and contractors authorized to assist in the implementation or evaluation of OnRamps or other University program to have access to the data. Both parties agree to store the data in an encrypted format in a secure and locked area and to prevent unauthorized access.

All persons authorized to have access to the data have certified their understanding that they may be held individually liable for any and all criminal and civil penalties imposed for breach of confidentiality ("Access to Confidential Data").

_____ Date: _____

Linda Shaunessy, JD
Business Contracts Administrator
Business Contracts
The University of Texas at Austin

Signature: _____ Date: _____

Name: _____

Title: _____

ISD: Ector County

REPORT FROM THE TRE BUDGET ADVISORY COMMITTEE

The Board of Trustees will receive a report from the TRE Budget Advisory Committee.

TRE BUDGET ADVISORY COMMITTEE

BOARD PRESENTATION – SEPTEMBER 15, 2020

Committee Members

Mariann Bagley	Monica V. Tschauner
Chris Cole	Dr. Dawn Weaks
David Duree	Lisa Wyman
Dr. Stephanie Howard	
Dr. Scott Muri	
Deborah Ottmers	
Jacob Stiles	

When & Why was the TRE Budget Advisory Committee Formed?

- Fall 2018

- Oversight committee

Meetings

First meeting November 2018 Provided a financial overview Enrollment trends Taxable value past 10 years Tax rates past 10 years	**May 2019** Financial Information & Budget Planning (19-20) General Fund Balance (increased / 3 months operating Tax rate estimates
December 2018	**September 2019**
January 2019	**January 2020**
March 2019	**March 2020**
	June 2020 (email)

Salary Increases

- $2,500 for teachers / 3.5% increase for others ($9.8 million)
- First increase on December 31 paycheck
- Budgeted in 2019-2020 and beyond

Controlled Access & Secured Fencing

- Controlled Access – All Campuses and Facilities Complete
- Secured Fencing - Ross, Reagan, Burnet, Sam Houston, and Hays.
- $500,000

Bus Lease & Purchases

2018

- **30 Buses Leased**
- **9 Buses Purchased**

2019

- **8 Buses Purchased**

Purchases include a combination of yellow buses and activity buses - $1.5 million

Roofing Projects

$6,250,000

2016 Storm - 11 total sites

- 11 Campuses Complete

2017 Storm - 16 total sites

- 13 Campuses in various stages of progress
- 3 Campuses remaining to bid out

Moving Forward . . .

Ector County Independent School District

Action Page

TO: Board of Trustees

FROM: Scott R. Muri, Superintendent of Schools

SUBJECT: **POSSIBLE ACTION ON SUPERINTENDENT'S CONTRACT**

DATE: September 15, 2020

Ector County ISD Board of Trustees may take action on the Superintendent's Contract.

****

Administrative Recommendation:

Possible action to approve Superintendent's the Contract.

INFORMATION ITEMS

- District Safety & Security Audit Report
- Financials
- Information Report for August 2020
- Purchasing Report
- Routine Personnel Report

FOR 2021 01

	ORIGINAL APPROP	TRANS/ADJSMTS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	AVAILABLE BUDGET	% USED
199 LOCAL MAINTENANCE							
00 GENERAL LEDGER AND REVENUE	-307,129,000.00	0.00	-307,129,000.00	-16,050,754.10	25,000.00	-291,103,245.90	5.2%
11 INSTRUCTION	184,054,708.00	-462,241.00	183,592,467.00	-48,877.07	1,608,504.36	182,032,839.71	.8%
12 INSTRUCTIONAL RES & MEDIA SERV	2,665,093.00	0.00	2,665,093.00	14,948.95	51,928.50	2,598,215.55	2.5%
13 CURRICULUM & STAFF DEVELOPMENT	6,385,873.00	8,689.00	6,394,562.00	261,974.23	116,788.80	6,015,798.97	5.9%
21 INSTRUCTIONAL LEADERSHIP	6,314,483.00	616.00	6,315,099.00	419,729.47	188,844.30	5,706,525.23	9.6%
23 SCHOOL LEADERSHIP	20,325,522.00	152,311.00	20,477,833.00	1,408,444.63	138,951.30	18,930,437.07	7.6%
31 GUID, COUNS & EVALUATION SERVS	11,231,935.00	0.00	11,231,935.00	59,650.65	482,991.01	10,689,293.34	4.8%
32 SOCIAL WORK SERVICES	919,660.00	0.00	919,660.00	41,976.54	2,141.53	875,541.93	4.8%
33 HEALTH SERVICES	2,638,775.00	50,000.00	2,688,775.00	11,295.87	4,664.79	2,672,814.34	.6%
34 STUDENT TRANSPORTATION	10,017,309.00	0.00	10,017,309.00	281,077.59	590,815.33	9,145,416.08	8.7%
35 FOOD SERVICE	86,512.00	0.00	86,512.00	0.00	0.00	86,512.00	.0%
36 CO/EXTRACURRICULAR ACTIVITIES	6,148,134.00	-616.00	6,147,518.00	234,018.07	248,057.49	5,665,442.44	7.8%
41 GENERAL ADMINISTRATION	8,564,766.00	0.00	8,564,766.00	689,518.70	434,561.93	7,440,685.37	13.1%
51 FACILITIES MAINT & OPERATIONS	33,584,867.00	1,943,651.00	35,528,518.00	1,357,370.20	8,616,532.52	25,554,615.28	28.1%
52 SECURITY & MONITORING SERVICES	3,256,239.00	0.00	3,256,239.00	198,782.93	419,834.18	2,637,621.89	19.0%
53 DATA PROCESSING SERVICES	7,170,304.00	457,590.00	7,627,894.00	443,229.16	922,005.24	6,262,659.60	17.9%
61 COMMUNITY SERVICES	1,374,337.00	0.00	1,374,337.00	70,167.99	11,865.46	1,292,303.55	6.0%
71 DEBT SERVICE	500,000.00	0.00	500,000.00	0.00	0.00	500,000.00	.0%
81 FACILITIES ACQUISITION & CONST	15,000.00	0.00	15,000.00	13,235.00	-2,200.00	3,965.00	73.6%
99 INTERGOVERNMENTAL CHARGES	1,875,483.00	0.00	1,875,483.00	0.00	0.00	1,875,483.00	.0%

FOR 2021 01

ORIGINAL APPROP	TRANS/ADJSMTS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	AVAILABLE BUDGET	% USED
TOTAL LOCAL MAINTENANCE						
0.00	2,150,000.00	2,150,000.00	-10,594,211.19	13,861,286.74	-1,117,075.55	152.0%
TOTAL REVENUES						
-307,129,000.00	0.00	-307,129,000.00	-16,050,754.10	25,000.00	-291,103,245.90	
TOTAL EXPENSES						
307,129,000.00	2,150,000.00	309,279,000.00	5,456,542.91	13,836,286.74	289,986,170.35	
GRAND TOTAL						
0.00	2,150,000.00	2,150,000.00	-10,594,211.19	13,861,286.74	-1,117,075.55	152.0%

** END OF REPORT - Generated by VALENZUELA, UVALDINA **

FOR 2021 01

ORIGINAL APPROP	TRANS/ADJSMTS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	AVAILABLE BUDGET	% USED
240 FOOD SERVICE						
00 GENERAL LEDGER AND REVENUE						
-17,914,000.00	0.00	-17,914,000.00	-436,356.93	0.00	-17,477,643.07	2.4%
35 FOOD SERVICE						
17,479,332.00	0.00	17,479,332.00	303,495.78	4,272,507.01	12,903,329.21	26.2%
51 FACILITIES MAINT & OPERATIONS						
434,668.00	0.00	434,668.00	11,095.47	0.00	423,572.53	2.6%
TOTAL FOOD SERVICE						
0.00	0.00	0.00	-121,765.68	4,272,507.01	-4,150,741.33	100.0%
TOTAL REVENUES						
-17,914,000.00	0.00	-17,914,000.00	-436,356.93	0.00	-17,477,643.07	
TOTAL EXPENSES						
17,914,000.00	0.00	17,914,000.00	314,591.25	4,272,507.01	13,326,901.74	
GRAND TOTAL						
0.00	0.00	0.00	-121,765.68	4,272,507.01	-4,150,741.33	100.0%

** END OF REPORT - Generated by VALENZUELA, UVALDINA **

FOR 2021 01

	ORIGINAL APPROP	TRANS/ADJSMTS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	AVAILABLE BUDGET	% USED
511 DEBT SERVICE FUND							
00 GENERAL LEDGER AND REVENUE	-17,442,331.00	0.00	-17,442,331.00	-90,216.76	0.00	-17,352,114.24	.5%
71 DEBT SERVICE	13,059,794.00	0.00	13,059,794.00	5,750.00	0.00	13,054,044.00	.0%
TOTAL DEBT SERVICE FUND	-4,382,537.00	0.00	-4,382,537.00	-84,466.76	0.00	-4,298,070.24	1.9%
TOTAL REVENUES	-17,442,331.00	0.00	-17,442,331.00	-90,216.76	0.00	-17,352,114.24	
TOTAL EXPENSES	13,059,794.00	0.00	13,059,794.00	5,750.00	0.00	13,054,044.00	
GRAND TOTAL	-4,382,537.00	0.00	-4,382,537.00	-84,466.76	0.00	-4,298,070.24	1.9%

** END OF REPORT - Generated by VALENZUELA, UVALDINA **

ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT

MONTHLY REPORT OF TAX COLLECTIONS

FOR THE PERIOD OF JULY 1, 2020 THRU JULY 31, 2020

YEAR CURRENT TAX		OUTSTANDING COLLECTIBLE AS OF 2019 TAX ROLL	CUMULATIVE ADJUSTMENT	ADJUSTED ROLL	PRIOR MONTH'S COLLECTION CURRENT YEAR	CURRENT MONTH'S COLLECTION	UNCOLLECTED BALANCE	PERCENT UNCOLLECTED OVERALL	PERCENT UNCOLLECTED CURRENT
	2020	0.00		0.00		0.00	0.00		#DIV/0!
DELINQUENT TAX									
	2019	6,381,038.16	(545.79)	6,380,492.37		603,278.16	5,777,214.21	90.54%	90.54%
	2018	2,659,095.12	(126,717.55)	2,532,377.57		52,781.04	2,479,596.53	93.25%	97.92%
	2017	1,740,611.74	(8,206.36)	1,732,405.38		20,213.15	1,712,192.23	98.37%	98.83%
	2016	1,450,570.09	2,051.89	1,452,621.98		27,234.34	1,425,387.64	98.26%	98.13%
	2015	1,037,826.09	534.62	1,038,360.71		14,600.97	1,023,759.74	98.64%	98.59%
	2014	1,051,940.57	(689.87)	1,051,250.70		10,886.74	1,040,363.96	98.90%	98.96%
	2013	663,534.57	(687.36)	662,847.21		4,258.41	658,588.80	99.25%	99.36%
	2012	463,472.17	(444.18)	463,027.99		1,193.69	461,834.30	99.65%	99.74%
	2011	461,256.80	(511.64)	460,745.16		1,286.61	459,458.55	99.61%	99.72%
	2010	353,145.72	(533.61)	352,612.11		552.83	352,059.28	99.69%	99.84%
	2009	341,526.20	(564.56)	340,961.64		512.40	340,449.24	99.68%	99.85%
	2008+	1,810,119.77	0.00	1,810,119.77		3,108.45	1,807,011.32	99.83%	99.83%
TOTAL DELINQUENT TAX		18,414,137.00	(136,314.41)	18,277,822.59	0.00	739,906.79	17,537,915.80	90.43%	90.90%
CED # 24 SII TAXES		48,507.76	0.00	48,507.76	0.00		48,507.76	100.00%	100.00%
TOTAL ALL TAXES		18,462,644.76	(136,314.41)	18,326,330.35	0.00	739,906.79	17,586,423.56		

PENALTY / INTEREST / DISCOUNT			YEAR TO DATE
CURRENT P & I	0.00	0.00	0.00
DISCOUNTS	0.00	0.00	0.00
DELINQUENT YEAR P & I	0.00	187,306.38	187,306.38
	0.00		
TOTAL PENALTY / INTEREST / DISCOUNT	0.00	187,306.38	187,306.38

OTHER COLLECTIONS			
TAXES W/O COLLECTED	0.00	0.00	0.00
TAX CERTIFICATES	0.00	80.86	80.86
LATE RENDITION FEES	0.00	9,536.23	9,536.23
RETURN CHECK COLLECTIONS	0.00	0.00	0.00
COSTS COLLECTED	0.00	0.00	0.00
SUSPENSE PAYMENTS	0.00	0.00	0.00
REFUNDS	0.00	0.00	0.00
CASH OVER / (SHORT)	0.00	0.00	0.00
TOTAL OTHER	0.00	9,617.09	9,617.09
TOTAL SCHOOL	0.00	936,830.26	936,830.26

	GENERAL FUND		DEBT SERVICE		
	TAXES PAID	P + I + C	TAXES PAID	P + I + C	TOTAL
TOTAL	671,095.46	178,609.59	68,811.33	18,313.88	936,830.26

ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT
Odessa, Texas

MEMORANDUM

TO: Dr. Scott Muri, Superintendent of Schools

FROM: Staci Ashley, Executive Director of Human Resources

RE: Information Report for August 2020

Date: 8/31/2020

ADDED ADMINISTRATIVE PROFESSIONAL PAY PLAN

POSITION	DAYS	PAY GRADE
GRANT WRITER	227	2

Over $50,000 Report for August 2020

PO#	PO Date	Vendor	Amount	General Comments	1st GL Account	Approval Process	Requestor	Department
21002500	08/27/2020	TRANE U.S. INC.	$ 50,060.00	AIR CONDITIONING, HEATING, AND VENTILATING EQUIPME	199-51-6316-00-955-99-	US Communities Coop Contract #15-JLP-023	Kent Clark	Maintenance Services
21002657	08/31/2020	GREENWOOD PUBLISHING GROUP LLC	$ 53,707.50	J.Miller-Fountas LLI Kits-Heinemann/HMH-RFP 18-21	199-11-6396-15-851-24- 211-11-6396-46-851-30-21120	RFP #18-21 Awarded Vendor	Margarita Brooker	Literacy
21001442	08/04/2020	NATIONAL INSTITUTE FOR EXCELLENCE IN TEACHING	$ 57,500.00	CONSULTING SERVICES	199-13-6299-00-850-99-	Sole Source Vendor	Sarah Harrison	Professional Development
21001865	08/12/2020	APPLE, INC	$ 58,435.00	IPADS FOR ALL CLASSROOM TEACHERS, ARANDA	211-11-6397-00-044-30-21121	Texas DIR Contract #DIR-TSO-3789	Cynthia Avila	Crockett MS
21002293	08/24/2020	HOUGHTON MIFFLIN HARCOURT PUBLISHING CO	$ 67,150.00	ATM-M Cooper-Buy Board #531-17 -7/7-7/20 VHeliton	199-13-6299-00-851-99-	BuyBoard Coop Contract 531-17	Melissa Cooper	Curriculum & Instruction
21002617	08/28/2020	AMPLIFIED IT LLC	$ 69,048.00	G-Suite Enterprise Full Domain -Education 20-21	199-53-6394-38-864-99-	TIPS Coop Contract #180402	Jennifer Bakley	IT
21002169	08/19/2020	BLACKBOARD INC.	$ 71,685.30	PARENTLINK/WEBSITE (BLACKBOARD) 2020-21 RENEWAL	199-61-6497-00-126-99-	RFP #20-02 SN Awarded Vendor	Crystal Cervantes	IT
21002501	08/27/2020	DAXWELL	$ 72,000.00	LT-Emergency Noncompetitive Procurement Gloves	240-35-6342-02-974-99-	Board Approved August	Elias Jimenez	Food Services
21002291	08/24/2020	EDUPHORIA INCORPORATED	$ 86,627.75	TIPS Contract#200105-Eduphoria Certica 20-21	199-31-6497-47-002-24-	TIPS Coop Contract #200105	Jennifer Bakley	IT
21002621	08/28/2020	ELUMA LLC	$ 96,845.81	RS/SPED/VIRTUAL SPEECH THERAPY	224-11-6219-00-874-23-22421-	Board Approved July	Romi Scown	Special Education
21001571	08/06/2020	PUBLIC IMPACT LLC	$ 97,500.00	Opportunity Culture	482-41-6299-00-850-99-48221-	Board Approved August	Sarah Harrison	Professional Development
21002450	08/26/2020	TNTP. INC.	$ 98,507.00	CONSULTING SERVICES	199-21-6299-00-889-99-	RFP #20-09 Awarded Vendor	Kashunta Thurman	Secondary Leadership
21002607	08/28/2020	DISCOVERY EDUCATION INC.	$ 102,000.00	CONSULTING SERVICES: Discovery Education PD	199-53-6394-00-851-24-	Sole Source Vendor	Julia Willett Weekly	Federal & State Programs
21001424	08/03/2020	RANDAL D. GLERANDAL D. GLENN DBA EXTREME EXTERIORS GARDEN CENTER LLCNN	$ 103,937.76	Ector College_PH II	199-51-6619-01-047-99-	RFP #20-01 Awarded Vendor	Diana Ornelas	District Operations
21002165	08/19/2020	PANORAMA EDUCATION	$ 104,000.00	Public Opinion Surveys/Parents, staff, students	199-41-6299-00-901-99-	TIPS Coop Contract #200105	Sarah Aguirre	Communications
21001480	08/04/2020	METLIFE	$ 107,312.89	METLIFE DENTAL	863-00-2153-28-000-00-	RFP 18-21 Awarded Vendor	Maria Melendez	Benefits/Risk Management
21001597	08/06/2020	BRAYCO	$ 107,346.00	Additional Supplies	199-51-6399-CV-965-99-	Board Approved August	Diana Ornelas	District Operations
21002647	08/31/2020	METLIFE	$ 107,576.42	METLIFE DENTAL	863-00-2153-28-000-00-	RFP 18-21 Awarded Vendor	Maria Melendez	Benefits/Risk Management
21002150	08/19/2020	SACHI TECH INC DBA PIKMYKID	$ 108,000.00	COMPUTER SOFTWARE FOR MICROCOMPUTERS (PREPROGRAMME	199-53-6394-CV-999-99-	BuyBoard Coop Contract #567-18	Kashunta Thurman	Secondary Leadership
21001606	08/07/2020	AVID CENTER	$ 124,085.00	AVID EDUCATIONAL/TRAINING SERVICES	199-13-6497-29-xxx-24- 199-13-6499-29-xxx-24- 199-13-6497-89-xxx-24- 199-13-6497-89-xxx-30-	Board Approved July	Julia Willett Weekly	Federal & State Programs
21002525	08/27/2020	BRAINCHILD	$ 125,000.00	TIPS#200105- Brainchild - 20-21	199-53-6394-00-864-24-	Board Approved June	Jennifer Bakley	IT
21001610	08/07/2020	CITY OF ODESSA	$ 144,000.00	Long Term PO for Truancy Court for 2020-2021	199-61-6497-00-856-24-	Board Approved July	Scott Randolph	Student Assistance Services
21001701	08/10/2020	REGION 18 EDUCATION SERVICE CENTER	$ 144,000.00	HB 3 Reading Academies for Kinder-3rd grade teach	199-13-6239-00-849-36-	Interlocal Agreement, Board Approved August	Sheila Pruitt	
21001888	08/12/2020	EDGENUITY INC	$ 212,500.00	ODYSSYWARE RENEWAL 2020-2021	199-11-6497-40-002-24-	BuyBoard Coop Contract #573-18	Crystal Cervantes	IT
21001462	08/04/2020	TEXAS ASSOCIATION OF SCHOOL BOARDS, INC	$ 248,627.00	2020-2021 VEHICLE INSURANCE/SCHOOL LIABILITY	199-41-6425-00-970-99- 199-34-6426-00-986-99-	BuyBoard Coop Contract #531-17	Kimberly Byers	Finance
21001711	08/10/2020	CEBEV LLC	$ 270,000.00	Dry Refrigerated and Frozen Items Bid#20-02SN	240-35-6341-00-974-99-	RFP 20-02SN Awarded Vendor	Elias Jimenez	Food Services
21001919	08/13/2020	COMMUNITIES IN SCHOOLS OF THE PERMIAN BASIN	$ 350,000.00	CIS Contract: HUMAN SERVICES	199-32-6219-00-002-24-	RFP Awarded Vendor	Julia Willett Weekly	Federal & State Programs
21001407	08/03/2020	ONYX GENERAL CONTRACTORS LLC	$ 391,270.00	PHS Baseball RR	199-51-6629-02-003-99-	Board Approved June	Diana Ornelas	District Operations
21001567	08/06/2020	INFECTION CONTROLS, INC DBA GERMBLAST	$ 479,976.18	District-wide Disinf/Sanitize	199-51-6299-CV-965-99-	Board Approved July	Diana Ornelas	District Operations
21002370	08/24/2020	SANTANDER BANK N.A.	$ 481,389.00	LEASE OF NEW BUSES	199-71-6512-91-986-99-	RFP #19-04 Awarded Vendor	Sondra Junginger	Transporation
21001917	08/13/2020	BIG ROCK EDUCATIONAL SERVICE LLC	$ 500,000.00	Consulting svs approved by Board 7.21.20 per rfp	199-23-6299-09-889-99-	RFP 20-10 Awarded Vendor	Julia Willett Weekly	Federal & State Programs
21002645	08/31/2020	NETSYNC NETWORK SOLUTIONS	$ 845,128.99	RFP 19-07 Wireless Networking- E-Rate	199-53-6219-38-864-99-	RFP 19-07 Awarded Vendor	Jennifer Bakley	IT
21002565	08/28/2020	IMAGINE LEARNING, INC	$ 1,000,000.00	EDUCATIONAL/TRAINING SERVICES	199-53-6394-00-851-24-	BuyBoard Coop Contract #573-18	Julia Willett Weekly	Federal & State Programs
21001568	08/06/2020	ARTHUR J. GALLAGHER RISK MANAGEMENT SERVICES, INC.	$ 1,020,779.52	6 mon/Property & General Liability Insurance	199-51-6425-00-965-99-	RFQ #19-001 Awarded Vendor	Diana Ornelas	District Operations
21002137	08/19/2020	REGION IV EDUCATION SERVICE CENTER	$ 1,970,523.00	District Bulk Device Purchase	199-11-6398-38-047-11- 199-11-6398-CV-864-11	Board Approved August	Terrie Flowers	IT

ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT
Odessa, Texas

MEMORANDUM

TO: Dr. Scott Muri, Superintendent of Schools

FROM: Staci Ashley, Executive Director of Human Resources

RE: Routine Personnel Report for August 2020

Date: 8/31/2020

Elementary Level Recommendations

NAME	JOB CLASS	CAMPUS
ABIGAIL GOMEZ	FIRST-BILINGUAL	E K DOWNING ELEMENTARY SCHOOL
ADRIANA RODRIGUEZ ALEMAN	FIRST GRADE(BIL)	HAYS ELEMENTARY SCHOOL
AGUEDA CORTEZ	PRE-K (BIL)	LAMAR EARLY EDUC CENTER
AILEC ESCONTRIAS	KINDER-(BIL)	E K DOWNING ELEMENTARY SCHOOL
AILEM VILLARREAL	KINDER (REG)	GONZALES ELEM SCHOOL
ALEJANDRA CANEDO	FIRST GRADE (REG)	BURNET ELEMENTARY
ALEXIA CAMPOS	FOURTH GRADE (REG)	JORDAN ELEMENTARY SCHOOL
ALEXIS LOPEZ	SECOND GRADE (REG)	IRELAND ELEM SCHOOL
ALMA RAMON	PRE-K (BIL)	LAMAR EARLY EDUC CENTER
ALYSSA CORRALES	THIRD GRADE (REG)	BURLESON ELEM SCHOOL
AMALIA GONZALES	FIRST-BILINGUAL	MILAM ELEMENTARY SCHOOL
AMANDA ATWATER	FOURTH GRADE (REG)	BLANTON ELEM SCHOOL
ANA CHAVEZ	FIRST GRADE (REG)	BURNET ELEMENTARY
ANAI MORENO	SECOND GRADE (REG)	FLY ELEMENTARY SCHOOL
ANGELICA DAVIS	FIRST GRADE (REG)	BLACKSHEAR ELEM SCHOOL
ANGELICA DAVIS	FIRST GRADE (REG)	BLACKSHEAR ELEM SCHOOL
ANGELICA GOMEZ	FOURTH GRADE (REG)	MILAM ELEMENTARY SCHOOL
ANNIE CORRALEZ	SECOND GRADE (REG)	CAVAZOS ELEM SCHOOL
ARIAM SOLIS	FOURTH GRADE (REG)	JOHNSON ELEM SCHOOL
ARLEEN LIZARRAGA	FIFTH-BILINGUAL	FLY ELEMENTARY SCHOOL
ASHLEY RODRIGUEZ	PRE-K (REG)	IRELAND ELEM SCHOOL
AUDREY CARRASCO	PRE-K (REG)	SAN JACINTO ELEM SCHOOL
AUTYM JENKINS	ELM SPED-SPECIALIZED CLASSROOM	JOHNSON ELEM SCHOOL
BAILEY HANEY	FIFTH GRADE (REG)	NOEL ELEMENTARY SCHOOL
BECKY MARTINEZ	THIRD GRADE (REG)	NOEL ELEMENTARY SCHOOL
BESS KELLEY	SECOND GRADE (REG)	GONZALES ELEM SCHOOL
BRENDA PADILLA	FIRST GRADE (REG)	GOLIAD ELEMENTARY SCHOOL
BRITTANI ESPINO	PRE-K (REG)	LAMAR EARLY EDUC CENTER
CAILIN CALDWELL	PRE-K (REG)	BLANTON ELEM SCHOOL
CALLI HINTON	FIFTH GRADE (REG)	GOLIAD ELEMENTARY SCHOOL
CARMEN ACOSTA	THIRD GRADE (REG)	IRELAND ELEM SCHOOL
CARMEN LUJAN	FIRST GRADE (REG)	IRELAND ELEM SCHOOL
CARNISHA BROWN	FIFTH GRADE (REG)	SAN JACINTO ELEM SCHOOL
CAROL PECK	FOURTH GRADE (REG)	NOEL ELEMENTARY SCHOOL
CAROL ROGERS	ELM SPED-SPECIALIZED CLASSROOM	PEASE ELEMENTARY SCHOOL

CELESTE ORTIZ	FIRST GRADE (REG)	BLANTON ELEM SCHOOL
CHARLOTTE KINGSTON	SECOND GRADE (REG)	CAVAZOS ELEM SCHOOL
CHEYENNE HACKETT	FOURTH GRADE (REG)	E K DOWNING ELEMENTARY SCHOOL
CHRISTINE DOCKALL	MULTI GRD(REG) 1-2-3	AUSTIN ELEMENTARY SCHOOL
CHRISTOPHER PINILLA	ELM-P E	WEST ELEMENTARY SCHOOL
CHRISTOPHER RAMPACEK	ELM-P E	NOEL ELEMENTARY SCHOOL
CINDY REYES	FOURTH-BILINGUAL	REAGAN MAGNET SCHOOL
CLAUDIA MOORE	ELM SPED-SPECIALIZED CLASSROOM	NOEL ELEMENTARY SCHOOL
COURTNEY DIGBY	FIRST GRADE (REG)	DOWLING ELEM SCHOOL
COURTNI COOTS	FIRST GRADE (REG)	GONZALES ELEM SCHOOL
CRYSTAL CHAVEZ	NURSE	HAYS ELEMENTARY SCHOOL
DANE MAHAN	PRE-K (REG)	GOLIAD ELEMENTARY SCHOOL
DANIEL MARTIN	FIFTH GRADE (REG)	FLY ELEMENTARY SCHOOL
DANIEL MUSICK	ELEM-MUSIC	SAN JACINTO ELEM SCHOOL
DANIEL SCHAPKER	PRE-K (REG)	CARVER EARLY EDUC CENTER
DANIELLA GARCIA	FIFTH GRADE (REG)	WEST ELEMENTARY SCHOOL
DANIELLE ADRIAN	FOURTH GRADE (REG)	AUSTIN ELEMENTARY SCHOOL
DAREL LAMB	ELM SPED-SPECIALIZED CLASSROOM	BLANTON ELEM SCHOOL
DEBORAH MARRERO	THIRD GRADE (REG)	BUICE ELEMENTARY SCHOOL
DESTINY RAMIREZ	KINDER (REG)	SAN JACINTO ELEM SCHOOL
DIANE PIWETZ	FOURTH GRADE (REG)	GOLIAD ELEMENTARY SCHOOL
DORA SARPONG	KINDER (REG)	BLACKSHEAR ELEM SCHOOL
EDUARDO LIZARRAGA	ELM-P E	TRAVIS ELEMENTARY SCHOOL
ELIZABETH SITKA	ELEMENTARY READ/DYSLEXIA INT	BURNET ELEMENTARY
ELMA PEREZ-GONZALES	FIRST-BILINGUAL	GOLIAD ELEMENTARY SCHOOL
ELSA ALMAZAN	PRE-K (REG)	BLACKSHEAR ELEM SCHOOL
ELYSSA ORONA	KINDER (REG)	IRELAND ELEM SCHOOL
EMMA SALAZAR DUFFIELD	FIFTH-BILINGUAL	FLY ELEMENTARY SCHOOL
ERICA RODRIGUEZ	FIRST GRADE (REG)	SAM HOUSTON ELEM SCHOOL
ESTEVAN LOPEZ	SECOND GRADE (REG)	GOLIAD ELEMENTARY SCHOOL
GABRIELA TREVIZO-PONCE	KINDER (REG)	PEASE ELEMENTARY SCHOOL
GINNY PERRY	PRE-K (REG)	E K DOWNING ELEMENTARY SCHOOL
GLAFIRA PORRAS	PRE-K (BIL)	ZAVALA ELEMENTARY SCHOOL
GLINDA THOMPSON	PRE-K (REG)	GALE POND ALAMO ELEM SCHOOL
GRETNA FLORES	KINDER (REG)	FLY ELEMENTARY SCHOOL
GRISSEL CAMACHO	SECOND-BILINGUAL	E K DOWNING ELEMENTARY SCHOOL
GUADALUPE ALVARADO	FIRST-BILINGUAL	BURLESON ELEM SCHOOL
GUADALUPE VILLARREAL	PRE-K (REG)	ROSS ELEMENTARY SCHOOL
GULCAN GOKHAN	FOURTH GRADE (REG)	CAVAZOS ELEM SCHOOL
HAYLIE PEGELOW	KINDER (REG)	BLANTON ELEM SCHOOL
HEATHER LOVETT	FIRST GRADE (REG)	PEASE ELEMENTARY SCHOOL
HORACIO MUNOZ	FIRST GRADE (REG)	FLY ELEMENTARY SCHOOL
IMELDA BERZOZA	ELEM-GT PROGRAM TCHR	IRELAND ELEM SCHOOL
IRENE SAENZ-DOMINGUEZ	FIFTH GRADE (REG)	HAYS ELEMENTARY SCHOOL
IRMA MOLINA	FOURTH GRADE (REG)	DOWLING ELEM SCHOOL
ISABEL VAZQUEZ	ELM SPED-SPECIALIZED CLASSROOM	SAN JACINTO ELEM SCHOOL
ISABELLA CROFTS	SECOND GRADE (REG)	PEASE ELEMENTARY SCHOOL
JACLYN WOOD	FOURTH GRADE (REG)	TRAVIS ELEMENTARY SCHOOL
JACOB DAVIS	ELEM-MUSIC	GALE POND ALAMO ELEM SCHOOL
JACQUELYN RANEY	FIRST GRADE (REG)	HAYS ELEMENTARY SCHOOL
JACQUELYNN HINTZ	KINDER (REG)	BUICE ELEMENTARY SCHOOL
JANETTE BRITO	PRE-K (REG)	GONZALES ELEM SCHOOL
JEANNIE SEYMOUR	FIRST GRADE (REG)	BURNET ELEMENTARY
JENA HOPKINS	KINDER (REG)	REAGAN MAGNET SCHOOL
JENNIFER HILL	SPCLST-ELEMENTARY INSTRUCTIONL	WEST ELEMENTARY SCHOOL
JEREMY CORBELL	ELM-P E	JOHNSON ELEM SCHOOL
JESSICA LOPEZ	SECOND GRADE (REG)	BURNET ELEMENTARY
JESSICA NOCE	ELM SPED-SPECIALIZED CLASSROOM	BURLESON ELEM SCHOOL

JESSICA PAYEN	ELM-P E	MILAM ELEMENTARY SCHOOL
JOHN SIMMONS	FOURTH GRADE (REG)	BURNET ELEMENTARY
JON MURRAY	FIFTH GRADE (REG)	GONZALES ELEM SCHOOL
JONATHAN RAMOS	ELM-P E	GONZALES ELEM SCHOOL
JOSELYNE SANCHEZ	SECOND GRADE (REG)	JOHNSON ELEM SCHOOL
JOSIE SALGADO	SECOND GRADE (REG)	E K DOWNING ELEMENTARY SCHOOL
JULIANA DENADAI	FIRST GRADE (REG)	ROSS ELEMENTARY SCHOOL
KADYE BEDELL	PRE-K (REG)	GALE POND ALAMO ELEM SCHOOL
KAITLIN CARNAHAN	ELM-P E	AUSTIN ELEMENTARY SCHOOL
KARA STRIBLING	PRE-K (REG)	LAMAR EARLY EDUC CENTER
KARI MUNOZ	ELEM SPED-LD-CM-RESOURCE	IRELAND ELEM SCHOOL
KARINA LOPEZ	KINDER ESL	CAMERON ELEMENTARY SCHOOL
KARLA BARRAZA	ELEM SPED-LD-CM-RESOURCE	SAM HOUSTON ELEM SCHOOL
KARLA LOPEZ	KINDER (REG)	BURNET ELEMENTARY
KATHERINE BORSKI	FOURTH GRADE (REG)	IRELAND ELEM SCHOOL
KAYTLIN SYVERSON	FOURTH GRADE (REG)	NOEL ELEMENTARY SCHOOL
KELSI GOODEN	ELEMENTARY FRENCH	CAMERON ELEMENTARY SCHOOL
KENNETH KIPHART	ELEMENTARY ALT TEACHER	GALE POND ALAMO ELEM SCHOOL
KERI RAMIREZ	THIRD GRADE (REG)	NOEL ELEMENTARY SCHOOL
KIANNA BARRERA	PRE-K (REG)	BURNET ELEMENTARY
KRISANDRA SKEENS	FIRST GRADE (REG)	GONZALES ELEM SCHOOL
KRISTAN WELTON	FOURTH GRADE (REG)	BLANTON ELEM SCHOOL
KRISTEN LIGON	THIRD GRADE (REG)	BUICE ELEMENTARY SCHOOL
KRISTIN MEDINA	PRE-K (REG)	CARVER EARLY EDUC CENTER
KRYSTAL SKEENS	ELEM-ART	GALE POND ALAMO ELEM SCHOOL
KRYSTAL TAVAREZ	FIRST-ESL	CAMERON ELEMENTARY SCHOOL
LATASHA KECHAH	THIRD GRADE (REG)	DOWLING ELEM SCHOOL
LAURI FULLER	FOURTH GRADE (REG)	BLANTON ELEM SCHOOL
LEEANNE SHACKELFORD	KINDER (REG)	ROSS ELEMENTARY SCHOOL
LESLY ARMENDARIZ	NURSE	SAN JACINTO ELEM SCHOOL
LETHA BEARDEN	ELEM SPED-LD-CM-RESOURCE	NOEL ELEMENTARY SCHOOL
LINDA PERRY	SECOND GRADE (REG)	CAVAZOS ELEM SCHOOL
LINDSEY SELF	KINDER (REG)	BURLESON ELEM SCHOOL
LISA MUSICK	ELEM-MUSIC	GOLIAD ELEMENTARY SCHOOL
MADISON GERIG	THIRD GRADE (REG)	JOHNSON ELEM SCHOOL
MAE GRACIDA	ELEM SPED-LD-CM-RESOURCE	BURNET ELEMENTARY
MAGDAELENA RUIZ	PRE-K (BIL)	LAMAR EARLY EDUC CENTER
MAIGEN WHITE	KINDER (REG)	BLANTON ELEM SCHOOL
MARA GARZA	ELEM-MUSIC	LAMAR EARLY EDUC CENTER
MARIA CAMPOS	KINDER (REG)	E K DOWNING ELEMENTARY SCHOOL
MARIA CHACON	FIRST GRADE (REG)	E K DOWNING ELEMENTARY SCHOOL
MARIA DEL JESUS CARRILLO	THIRD-BILINGUAL	DOWLING ELEM SCHOOL
MARIA DEL PILAR CHAPA	SIXTH-ESL	CAMERON ELEMENTARY SCHOOL
MARIA MURUA	FOURTH-BILINGUAL	CAVAZOS ELEM SCHOOL
MARIA SEGURA	FOURTH GRADE (REG)	NOEL ELEMENTARY SCHOOL
MARIO MARQUEZ-GUZMAN	KINDER-(BIL)	FLY ELEMENTARY SCHOOL
MARTHA STOUTE	THIRD GRADE (REG)	GONZALES ELEM SCHOOL
MARVIN CLEVELAND	KINDER (REG)	WEST ELEMENTARY SCHOOL
MARY DOWDLE	ELEM SPED-LD-CM-RESOURCE	ZAVALA ELEMENTARY SCHOOL
MATTHEW MAXWELL	FIRST GRADE (REG)	PEASE ELEMENTARY SCHOOL
MAYRA FRANCO	FOURTH GRADE (REG)	WEST ELEMENTARY SCHOOL
MEGAN VAUGHAN	PRE-K (REG)	LAMAR EARLY EDUC CENTER

MELISSA CALDERON	FIFTH GRADE (REG)	SAM HOUSTON ELEM SCHOOL
MELISSA MOLINAR	PRE-K (REG)	GOLIAD ELEMENTARY SCHOOL
MEREDITH ROMERO	ELEMENTARY SP ED - BEHAV SUPP	CAVAZOS ELEM SCHOOL
MICHELLE HERNANDEZ	PRE-K (REG)	SAM HOUSTON ELEM SCHOOL
MIKAYLA WILLIAMS	FIRST GRADE (REG)	SAN JACINTO ELEM SCHOOL
MISCHEL PINON	SECOND GRADE (REG)	SAN JACINTO ELEM SCHOOL
MONIQUE LOPEZ	THIRD GRADE (REG)	SAM HOUSTON ELEM SCHOOL
MORAYMA VALVERDE	PRE-K (BIL)	MILAM ELEMENTARY SCHOOL
MYRNA HERNANDEZ	PRE-K (BIL)	FLY ELEMENTARY SCHOOL
NATALEE IRWIN	KINDER (REG)	BLANTON ELEM SCHOOL
NATALY MOLINAR	PRE-K (ESL)	CAMERON ELEMENTARY SCHOOL
NATIVIDAD ANDRADE	FOURTH GRADE (REG)	GOLIAD ELEMENTARY SCHOOL
NEREIDA BENAVIDEZ	FOURTH GRADE (REG)	BURNET ELEMENTARY
NEREIDA NIETO	THIRD GRADE (REG)	IRELAND ELEM SCHOOL
NOBUYUKI SHIRAISHI	ELEMENTARYSPED-MUSIC THERAPIST	SPECIAL EDUCATION
NOE VALENCIA-GARCIA JR	FIFTH GRADE (REG)	CAVAZOS ELEM SCHOOL
OLGA SALAZAR	ELM-P E	CARVER EARLY EDUC CENTER
PAMELA TROUBLEFIELD	PRE-K (REG)	ZAVALA ELEMENTARY SCHOOL
PAOLA DE LOURDES MONTIEL URRIBARRI	SECOND-BILINGUAL	DOWLING ELEM SCHOOL
PATSY REY SANCHEZ	FIRST GRADE (REG)	BURNET ELEMENTARY
QUINESHA JOHNSON	KINDER (REG)	BLANTON ELEM SCHOOL
REBECCA ORNELAS	THIRD GRADE (REG)	SUBSTITUTES
REBECCA SUMNER	FOURTH GRADE (REG)	IRELAND ELEM SCHOOL
RICHELLE SMITH	FIRST GRADE (REG)	SAM HOUSTON ELEM SCHOOL
ROBIN PETERSON	THIRD GRADE (REG)	BLACKSHEAR ELEM SCHOOL
ROSA MARIA SISNEROS	FIRST-BILINGUAL	PEASE ELEMENTARY SCHOOL
RUTH LEOS SALINAS	ELM SPED-SPECIALIZED CLASSROOM	WEST ELEMENTARY SCHOOL
RYLEE BRAZEAL	FIFTH GRADE (REG)	BUICE ELEMENTARY SCHOOL
SANDRA JAUREGUI DIAZ	KINDER (REG)	BURNET ELEMENTARY
SANDRA MUNOZ	FOURTH-BILINGUAL	FLY ELEMENTARY SCHOOL
SANDY CANAVA	THIRD GRADE (REG)	DOWLING ELEM SCHOOL
SAVANNAH COLEY	FOURTH GRADE (REG)	SAN JACINTO ELEM SCHOOL
SAVANNAH LINNEY	FIRST GRADE (REG)	BURNET ELEMENTARY
SELENA BAEZA	THIRD GRADE (REG)	BLACKSHEAR ELEM SCHOOL
SHAVEDRIA RAY	SECOND GRADE (REG)	MILAM ELEMENTARY SCHOOL
SIERRA CHAVEZ	FIRST GRADE (REG)	BUICE ELEMENTARY SCHOOL
SORAIMA PIRELA	FIFTH-BILINGUAL	BLACKSHEAR ELEM SCHOOL
STEPHANIE WRIGHT	ELEM - MULTI CLASSROOM TEACHR	SAM HOUSTON ELEM SCHOOL
STEVEN BOWERY	SECOND GRADE (REG)	BURLESON ELEM SCHOOL
SUZAN MURPHY	SPED SPECIALIAZED CLASS	NOEL ELEMENTARY SCHOOL
SYLVIA FUENTEZ	THIRD GRADE (REG)	NOEL ELEMENTARY SCHOOL
TANYA GLOVER	SECOND GRADE (REG)	JOHNSON ELEM SCHOOL
TARA BROWNING	FIFTH GRADE (REG)	BLANTON ELEM SCHOOL
TAWNYA MCLENON	THIRD GRADE (REG)	TRAVIS ELEMENTARY SCHOOL
TRACIE SOTELO	THIRD GRADE (REG)	SAN JACINTO ELEM SCHOOL
TYRISHA JARRELL	THIRD GRADE (REG)	NOEL ELEMENTARY SCHOOL
WHITTNEY NEEMAR	SECOND GRADE (REG)	DOWLING ELEM SCHOOL
YANELY MENDOZA	THIRD GRADE (REG)	NOEL ELEMENTARY SCHOOL
YASMIRA MADRID	FIFTH-BILINGUAL	TRAVIS ELEMENTARY SCHOOL
YESSENIA PONCE RIVERA	PRE-K (REG)	GONZALES ELEM SCHOOL
YING ZHAO	FIRST GRADE (REG)	MILAM ELEMENTARY SCHOOL

YLEANNA GALLEGOS	ELEMENTARY PE TEACHER	CARVER EARLY EDUC CENTER
YOLANDA BROWN	SECOND-BILINGUAL	E K DOWNING ELEMENTARY SCHOOL
YVETTE MARTIN	THIRD GRADE (REG)	FLY ELEMENTARY SCHOOL

Secondary Level Recommendations

ABIGAIL ADAME-HERRERA	ELAR	WILSON & YOUNG MIDDLE SCHOOL
SARAI ACOSTA	SPANISH	BONHAM MIDDLE SCHOOL
SAMUEL AGUILERA	MATH	BONHAM MIDDLE SCHOOL
ALIVIA ALESSI	ELAR	NIMITZ MIDDLE SCHOOL
ALEXIS ALLEN	ENGLISH	ODESSA HIGH SCHOOL
BRITTNEY ALLIGOOD	SPECIAL EDUCATION INCLUSION	PERMIAN HIGH SCHOOL
VANESSA ALONZO	SOCIAL STUDIES/COACH	PERMIAN HIGH SCHOOL
MARTA ALVARADO	ART	WILSON & YOUNG MIDDLE SCHOOL
GENA ALVARADO	ART	ODESSA HIGH SCHOOL
CONNIE ANDREWS	ENGLISHLISH	PERMIAN HIGH SCHOOL
JUSTIN ARMSTRONG	MATH/COACH	ODESSA HIGH SCHOOL
GILBERT ARREOLA	HEALTH SCI	ADVANCED TECHNICAL CENTER
AARON ASHFORD	SOCIAL STUDIES	PERMIAN HIGH SCHOOL
MADELEINE ATCHLEY	ART	BONHAM MIDDLE SCHOOL
DAVID ATKINS	SOCIAL STUDIES	ODESSA HIGH SCHOOL
KELSEY AURELI	SCIENCE	OC TECHNICAL HIGH SCHOOL
FEDERICO AVILA	WEDLING	ADVANCED TECHNICAL CENTER
DOMINQUE AVILA	ELAR	CROCKETT MIDDLE SCHOOL
PAULINA BAEZA	SPECIAL EDUCATION INCL	PERMIAN HIGH SCHOOL
GREGORIO BARAJAS-MERCADO	SCIENCE	PERMIAN HIGH SCHOOL
ROBISON BARNES	SOCIAL STUDIES	ODESSA HIGH SCHOOL
DORITA BEKKER	ELAR	BONHAM MIDDLE SCHOOL
GUILLAUME BLANCHETTE	SOCIAL STUDIES/COACH	ODESSA HIGH SCHOOL
WELTON BLAYLOCK	SEC tsa	WILSON & YOUNG MIDDLE SCHOOL
KIMBERLY BRITT	DEPT HEAD MATH	BOWIE MIDDLE SCHOOL
SHELBY BULLOCK	ENGLISH	PERMIAN HIGH SCHOOL
KELCEY BURROW	ELAR	BONHAM MIDDLE SCHOOL
TIFFANI BUSS	FAMILY CONSUMER SCIENCE	PERMIAN HIGH SCHOOL
QUINCY BUTLER	SCIENCE/COACH	ODESSA HIGH SCHOOL
CARLOS CAMACHO	MATH	BONHAM MIDDLE SCHOOL
COLIN CAMPBELL	SCIENCE	ODESSA HIGH SCHOOL
VALERIE CASTILLO	SCIENCE	CROCKETT MIDDLE SCHOOL
TRENTON CHANCELLOR	MATH	NIMITZ MIDDLE SCHOOL
JOSEPH CHEFFO	MATH	BOWIE MIDDLE SCHOOL
DONALD COE	SOCIAL STUDIES	OC TECHNICAL HIGH SCHOOL
MAURKESHA COLLINS	SPEECH/COACH	PERMIAN HIGH SCHOOL
BRANDI COOK	MULTI CLASSROOM LEADER	ODESSA HIGH SCHOOL
JEFFREY CORBETT	SCIENCE	BONHAM MIDDLE SCHOOL
PASHA CORNISH	PE	ALTERNATIVE EDUCATION CENTER
MAURICIO CRAIG	SCIENCE/COACH	ODESSA HIGH SCHOOL
AVEREE CURLEE	SOCIAL STUDIES	NIMITZ MIDDLE SCHOOL
MEXTLI DELGADO	MATH	BOWIE MIDDLE SCHOOL
GABRIEL DOLLA	ENGLISH	ODESSA HIGH SCHOOL
AMBER DOMINGUEZ	MATH	BONHAM MIDDLE SCHOOL
VICTORIA DOMINGUEZ	BUSINESS EDUCATION	PERMIAN HIGH SCHOOL

ANGELA DONHAM	HEALTH SCIENCE TECHNICIAN	ADVANCED TECHNICAL CENTER
DILSHOD DOSTIEV	ELAR	BOWIE MIDDLE SCHOOL
KELLEY DOUGLASS	ENGLISH	ALTERNATIVE EDUCATION CENTER
CONRAD DUNCAN	MATH	WILSON & YOUNG MIDDLE SCHOOL
ALEXA DURON	ASST CHOIR DIRECTOR	BOWIE MIDDLE SCHOOL
SONIA EDMONDSON	ENGLISH	PERMIAN HIGH SCHOOL
PAMELA ENRIQUEZ	SPANISH	CROCKETT MIDDLE SCHOOL
ITZEL ESPARZA-REYNA	SPECIAL EDUCATION SPECIALIZED CLASS	CROCKETT MIDDLE SCHOOL
VIRJINIA ESPINOZA	ELAR	NIMITZ MIDDLE SCHOOL
AMANDA EVANS	SOCIAL STUDIES/COACH	ODESSA HIGH SCHOOL
RIEDE FAIRES	ENGLISHLISH	ODESSA HIGH SCHOOL
JACK FAWCETT	MATH	PERMIAN HIGH SCHOOL
TIL-LOIS FIFER	SPEECH/COACH	PERMIAN HIGH SCHOOL
JOE FLORES	SOCIAL STUDIESUDIES/COACH	CROCKETT MIDDLE SCHOOL
DAVID FLURRY	SOCIAL STUDIESUDIES	WILSON & YOUNG MIDDLE SCHOOL
GABRIELLA(TAMMY) FOSTEL	ART	CROCKETT MIDDLE SCHOOL
IDAIRE FRANCO	SPECIAL EDUCATION INCLUSION	ODESSA HIGH SCHOOL
MONICA FRY	MATH	NIMITZ MIDDLE SCHOOL
SHARON GAINES	ELAR	NIMITZ MIDDLE SCHOOL
JARIN GAINES	SPECIAL EDUCATION SPECIALIZED CLASS	NIMITZ MIDDLE SCHOOL
HILDA GALINDO	SCIENCE	CROCKETT MIDDLE SCHOOL
DIANA GALLEGOS	PE/COACH	BONHAM MIDDLE SCHOOL
AMY GARCIA	SPECIAL EDUCATION INCLUSION	ALTERNATIVE EDUCATION CENTER
MARIA GARCIA POSADA	ART	NIMITZ MIDDLE SCHOOL
DEBRA GARZA	SCIENCE	CROCKETT MIDDLE SCHOOL
NOEMI GARZA	BUSINESS EDUCATION	CROCKETT MIDDLE SCHOOL
LEBRANDON GLOVER	MATH/COACH	BONHAM MIDDLE SCHOOL
HEATHER GOMEZ	ELAR	CROCKETT MIDDLE SCHOOL
PACY GOMEZ	BUSINESS ED	PERMIAN HIGH SCHOOL
JAMES GONZALES	MATH	ODESSA HIGH SCHOOL
DOREE GORDEN	ELAR	WILSON & YOUNG MIDDLE SCHOOL
MARISSA GORDON	SCIENCE	BOWIE MIDDLE SCHOOL
JOHN GRAY	SPECIAL EDUCATION SPECIALIZED CLASS	NIMITZ MIDDLE SCHOOL
ROB GRIMM	SPECIAL EDUCATION INCLUSION	ODESSA HIGH SCHOOL
RUBEN GUEVARA	MATH	BONHAM MIDDLE SCHOOL
ROLLIE HAMBY	CHOIR DIRECTOR	BONHAM MIDDLE SCHOOL
KALA HARDY	TEEN LEADERSHIP	ALTERNATIVE EDUCATION CENTER
DENNIS HARRIS	MATH	NIMITZ MIDDLE SCHOOL
CLAUDIA HERMOSILLO	MATH	BOWIE MIDDLE SCHOOL
CAESAR HERNANDEZ	MATH	ODESSA HIGH SCHOOL
CYNTHIA HIDALGO	MATH	ODESSA HIGH SCHOOL
MIA HIGNOJOS	SPECIAL EDUCATION/COACH	ODESSA HIGH SCHOOL
TANNER HOOPER	ENGLISH	ODESSA HIGH SCHOOL
HOSSIEN HOSSEINI	MATH	BONHAM MIDDLE SCHOOL
ADELAIDA HUITRON	SPANISH	ODESSA HIGH SCHOOL
BRIAN INGRAHAM	SPECIAL EDUCATION INCLUSION/COACH	PERMIAN HIGH SCHOOL
NICHOLE JACKSON	SCIENCE	ODESSA HIGH SCHOOL
CATHERINE JACKSON	MATH	WILSON & YOUNG MIDDLE SCHOOL
DAVID JAIME	SCIENCE	CROCKETT MIDDLE SCHOOL
GUADALUPE JIMENEZ	ELAR	ALTERNATIVE EDUCATION CENTER
NORMA JIMENEZ	SPANISH	WILSON & YOUNG MIDDLE SCHOOL
NICHOLE JOHNSON	SCIENCE	WILSON & YOUNG MIDDLE SCHOOL

NATALIE JONES	BUSINESS ED	PERMIAN HIGH SCHOOL
VICKY JONES	SPECIAL EDUCATION INCLUSION	PERMIAN HIGH SCHOOL
JOSEPH KANYIKE	MATH	ODESSA HIGH SCHOOL
JONISTY KNIGHTON	PE/COACH	BONHAM MIDDLE SCHOOL
BRITTON KOESTLER	PE/COACH	ODESSA HIGH SCHOOL
HANNAH KOESTLER	ELAR	BOWIE MIDDLE SCHOOL
MICHELLE KOLB	ELAR	WILSON & YOUNG MIDDLE SCHOOL
JERRY LANE	SCIENCE	PERMIAN HIGH SCHOOL
IAN LEE	SOCIAL STUDIES	ODESSA HIGH SCHOOL
MATTHEW LEE	SOCIAL STUDIES	ODESSA HIGH SCHOOL
JAVON LINLEY	MATH/COACH	ODESSA HIGH SCHOOL
JONATHAN LIPFORD	SOCIAL STUDIES	ALTERNATIVE EDUCATION CENTER
MICHAEL LOERA	ASST CHOIR DIRECTOR	WILSON & YOUNG MIDDLE SCHOOL
MONICA LOPEZ	ELAR	BOWIE MIDDLE SCHOOL
GUADALUPE LOPEZ	SPANISH	BOWIE MIDDLE SCHOOL
MORAIMA LOPEZ	ESL/READING	BONHAM MIDDLE SCHOOL
ALLAN LOPEZ	SCIENCE	PERMIAN HIGH SCHOOL
ALFONSO LOZOYA	MATH	CROCKETT MIDDLE SCHOOL
CHRISTOPHER MALLERY	SCIENCE	OC TECHNICAL HIGH SCHOOL
HALEY MARINOVICH	ELAR	ODESSA COLLEGIATE ACADEMY
RAYMUNDO MARTINEZ	SOCIAL STUDIES	CROCKETT MIDDLE SCHOOL
SARAH MASTREN	SOCIAL STUDIES	WILSON & YOUNG MIDDLE SCHOOL
ABISAJI MBASOOKA	MATH	ODESSA HIGH SCHOOL
WILLIAM MCCORD	SPECIAL EDUCATION PE/COACH	SPECIAL EDUCATION
JASMINE MCMILLER	MATH	WILSON & YOUNG MIDDLE SCHOOL
JENNIFER MEILE	SOCIAL STUDIES	NEW TECH ODESSA
TENESIA MELENDEZ	SCIENCE/COACH	ODESSA HIGH SCHOOL
CHRISTINA MOLINAR	SOCIAL STUDIES	BOWIE MIDDLE SCHOOL
LACEY MOORE	MATH	ALTERNATIVE EDUCATION CENTER
CHRIS MORENO	SCIENCE/COACH	ODESSA HIGH SCHOOL
CASSANDRA MORRIS	SOCIAL STUDIES	BONHAM MIDDLE SCHOOL
DAVID MURPHY	MATH/COACH	ODESSA HIGH SCHOOL
JEFFREY NATIVIDAD	MATH	BOWIE MIDDLE SCHOOL
SHAYLA NEPTUNE	SCIENCE	BONHAM MIDDLE SCHOOL
LUTFOR NESSA	SCIENCE	ALTERNATIVE EDUCATION CENTER
OKSANA NIETO	ELAR	NIMITZ MIDDLE SCHOOL
TIMOTHY OKORIE	MATH	PERMIAN HIGH SCHOOL
AMBER OLSON CURNUTT	ELAR	BOWIE MIDDLE SCHOOLIE
SOUJANYA PARUPALLI	COMPUTER SCIENCE	ODESSA HIGH SCHOOL
PETER PETTIS	SCIENCE	ODESSA HIGH SCHOOL
ELIZABETH PIERCE	MATH	CROCKETT MIDDLE SCHOOL
DENNIS PORATH	SCIENCE	ALTERNATIVE EDUCATION CENTER
ALEXA PORRAS	SOCIAL STUDIES	WILSON & YOUNG MIDDLE SCHOOL
HENLEY PRICE	SPECIAL EDUCATION	PERMIAN HIGH SCHOOL
CRYSTAL PUTTY	SCIENCE	PERMIAN HIGH SCHOOL
CARLEY REDDELL	SCIENCE	NIMITZ MIDDLE SCHOOL
KRISTINA REED	ASST CHOIR DIRECTOR	CROCKETT MIDDLE SCHOOL
BRIAN RICHARDS	SOCIAL STUDIES	PERMIAN HIGH SCHOOL
ANDREA RILEY	ELAR	BONHAM MIDDLE SCHOOL
NEIL RIPLEY	ELAR	BONHAM MIDDLE SCHOOL
ALEJANDRA ROBLES	AVID SECONDARY	PERMIAN HIGH SCHOOL
SOFIA SALCIDO	HEALTH	NIMITZ MIDDLE SCHOOL

MARCUS SALDIVAR	MATH	WILSON & YOUNG MIDDLE SCHOOL
DANIEL SANDOVAL	SOCIAL STUDIES/COACH	CROCKETT MIDDLE SCHOOL
GERALD SCOVEL	ART	NIMITZ MIDDLE SCHOOL
MICHAEL SCOWN	SCIENCE/COACH	WILSON & YOUNG MIDDLE SCHOOL
GUILLERMO SERRANO	SPECIAL EDUCATION INCLUSION	NIMITZ MIDDLE SCHOOL
BLAKE SIKORA	BUSINESS ED	ALTERNATIVE EDUCATION CENTER
RODNEY SIMS	AVID/COACH	ODESSA HIGH SCHOOL
VICTORIA SMITH	ENGLISH/COACH	ODESSA HIGH SCHOOL
ANTHONY SMITH	BUSINESS ED	PERMIAN HIGH SCHOOL
LUZ SOTO	SPECIAL EDUCATION BEHAVIOR SUPPORT	ODESSA HIGH SCHOOL
JESSICA STAGGS	ENGLISH	ODESSA HIGH SCHOOL
AARON STOLLE	MATH	ODESSA HIGH SCHOOL
DEVIN STRICKLIN	PE/COACH	NIMITZ MIDDLE SCHOOL
SHEILA SUTTON	BUSINESS ED	BONHAM MIDDLE SCHOOL
ASHLEY SUTTON	ELAR	BONHAM MIDDLE SCHOOL
BRITTANY TARIN	MATH	NIMITZ MIDDLE SCHOOL
KIRSTEN TAYLOR	PE/COACH	NIMITZ MIDDLE SCHOOL
JANET THOMPSON	SOCIAL STUDIES	ODESSA HIGH SCHOOL
JAMES TIBBETS	SOCIAL STUDIES/COACH	ODESSA HIGH SCHOOL
STEPHANIE TIBBETS	ENGLISH	PERMIAN HIGH SCHOOL
CHRISTIAN TOVAR	MATH	WILSON & YOUNG MIDDLE SCHOOL
AUSTIN TOWNS	HEAD BAND DIRECTOR	ECTOR COLLEGE PREP SUCCESS ACADEMY
STEPHEN TROUB	MATH/COACH	BOWIE MIDDLE SCHOOL
EDWARD VALDEZ	BUSINESS ED	ODESSA HIGH SCHOOL
JOSE VALLES	MATH	BONHAM MIDDLE SCHOOL
JACKSON VINES	PE/COACH	NIMITZ MIDDLE SCHOOL
DIANNE WAGGONER	SOCIAL STUDIES	ODESSA HIGH SCHOOL
AMY RENEE WALKER	SPECIAL EDUCATION SPECIALIZED CLASS	SPECIAL EDUCATION
DARCHELLE WELCH	SPECIAL EDUCATION/COACH	PERMIAN HIGH SCHOOL
CASEY WERNER	PE/COACH	PERMIAN HIGH SCHOOL
ROBERT WHATLEY	PE/COACH	BOWIE MIDDLE SCHOOL
ELIZABETH WILBANKS	SPECIAL EDUCATION INCLUSION	PERMIAN HIGH SCHOOL

Administrative Level Recommendations

NAME	JOB CLASS	CAMPUS/DEPARTMENT
OMAR MENGEN	EDUCATION DATA SPECIALIST	ACCOUNTABILITY/RESEARCH

Elementary Level Resignations

NAME	JOB CLASS	CAMPUS
MARIO MARQUEZ GUZMAN	KINDER-BILINGUAL	FLY ELEMENTARY
DAREL LAMB	SPECIALIZED CLASSROOM	ROSS ELEMENTARY
SAUNDRA HERONEMA	THIRD (REG)	CAVAZOS ELEMENTARY
ELMA PEREZ GONZALEZ	FIRST GRADE (BIL)	GOLIAD ELEMENTARY
IMELDA VASQUEZ HERRERA	KINDER-BILINGUAL	PEASE ELEMENTARY
ISABEL CROFTS	SECOND GRADE (REG)	PEASE ELEMENTARY

Secondary Level Resignations

NAME	JOB CLASS	CAMPUS
NONE		

Administrative Level Resignations

NAME	JOB CLASS	CAMPUS
JESSE CALLENDAR	CAMPUS POLICE OFFICER	ECISD POLICE DEPARTMENT